

**MANAGING EDUCATIONAL CHANGE IN A TURBULENT
ENVIRONMENT: THE ELTSUP PROJECT IN HUNGARY 1991-1998**

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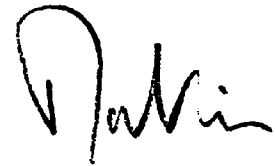
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Volume One: Appendices

LIST OF APPENDICES

1. Job Descriptions. Assistant Director CETT Debrecen
2. Brief biographies of key informants.
3. Interview questions for those identified as 'Coll' in the case study
- 4- 9 Interview questions for those identified as 'Admin' in the case study.
- 10 Interview questions for those identified as 'Part' in the case study.
- 11 Ex-CETT students' questionnaire
- 12 Third year students' questionnaire
- 13 First year students' questionnaire.
- 14 CoT questionnaire
- 15 Contractee questionnaire
- 16 ELTSUP project framework 1991-1993
- 17 Hungarian Ministry of Education document announcing establishment of three year, language teacher education programmes. 1990
- 18 Extracts from Higher Education Act 1993, stating that three year programmes would be awarded college degrees.
- 19 Alderson/Gwyn ELTSUP evaluation recommendations 1994.
- 20 Discussion document on the second phase of ELTSUP 1994-96
- 21 Proposal for ELTSUP second phase in Debrecen.
- 22 CETT Debrecen three year programme curriculum outline 1995
- 23 English paper of Hungarian university entrance exam.
- 24 Three year programme students' evaluation summary. 1995
- 25 Proposal for the establishment of the Department of English Language Studies. 1996
- 26 British Council-Ministry of Education and Culture memorandum for third phase of cooperation 1996-99.
- 27 Election leaflet from MIEP (far right nationalist party) highlighting rises in the prices of basics during the current (left wing) government's time in office. 1998
- 28 Extracts from Ministry of Education and Culture proposals for uniform teacher training requirements. 1997.
- 29 Tender document for bids for cooperation on a distance learning programme. 1997.
- 30 An extract from the data analysis process.

Appendix 1 a.

JOB DESCRIPTIONS

A. Curriculum Advisor/Assistant Director

This post reports to the Director of CETT KLTE and the main responsibilities of the post are

- to ensure the consolidation and revision of the curriculum for the three year training programme including testing;
- to write detailed syllabi for the specified courses;
- to work on staff development particularly as related to dissertation supervision;
- to develop courses in smallscale classroom research methods;
- to prepare 2 core sets of methodology materials based on materials already developed in CETT;
- to teach up to 8 hours on CETT led programmes;
- to work together with the Institute's applied linguistics/teacher training staff on the development of compatible teacher training programmes;
- to act as Assistant Director to CETT in curricula and staff development matters;
- to work closely with members of staff designated by the director to enable them to take over responsibility for curricula and staff development.

Additionally the postholder may be called upon to offer staff development sessions for the project as a whole or for other institutions participating in ELTSUP to ensure the cross fertilization of ideas, curricula and methodology across the project.

APPENDIX 1b

ASSISTANT DIRECTOR/CURRICULUM ADVISOR CETT DEBRECEN POST OBJECTIVES 1995-96

1. Day to day activities as Assistant Director CETT including:

- Teaching 9 hours per week
- Visiting trainees on TP
- Supervising dissertations
- Cooperating with the Director on accreditation paperwork
- Organising dissertation admin
- Organising electives
- Organising grouping of students at start of semester
- General therapy for new part-time native speaker teachers
- Book ordering

2. Activities relating to the "merge" with the Institute of British & American Studies (IBAS). To varying degrees all of these will be carried out in cooperation with

Outreach Coordinator CETT, and members of IBAS.

Objective	By	Risks
1. To draw up a proposal to set up the 4th department within IBAS for presentation to the Institute Council. Proposal to include: Rationale for new department Outline courses to be offered Location, staffing, funding Name	mid-late October 95	Reluctance of members of the linguistics department at IBAS to see the emergence of what might be seen as a "competing" department. Result, dragging of heels in deciding on matters relating to staffing, funding et al of new department.
2. To draw up a curriculum for the 3rd & 4th year in the new department	Dec 95-Jan 96	Disagreements as to practical/theoretical weightings of curriculum content possible.

Assuming that proposal for the establishment of the new department has passed Institute, Faculty and University Councils

3. To write course descriptions for the agreed 4th track curriculum courses so that 2nd year SS are able to make informed choices as to how they will spend their 3rd & 4th years	Late February 1996	some disagreements as to actual nature of course content possible.
4. To devise detailed syllabuses for the courses to be offered in year 3, bearing the mind the staffing and resources available in CETT and IBAS.	June 1996	Problems in liaising with the IBAS teachers who will actually teach the courses may slow this process down.
5. To write course description and syllabus for the practical Methodology course to be offered to 5th year SS on the TT year.	June 1996	

6. To agree on course materials for the Classroom Studies course for 5th year SS on the TT year. To prepare a set of course materials for SS and teachers.	June 1996	
7. To agree on electives to be offered to 5th year SS on the TT year	June 1996	
8. To negotiate the format of the new TP in the 5th TT year -number of hours,duration,supervision,schools to be used...	Mid May-June 96	Problems in overcoming existing structures and regulations regarding IBAS TP. In particular those relating to where TP should be conducted, how long it should be and who may supervise it.

3. Activities relating to CETT staff development

Objective	By	Risks
1. To work with CETT colleagues to establish a more permanent format for the writing, moderation and administration of the comprehensive language exam administered to all SS at the end of years 1 & 2. This format to become the basis for language exams throughout IBAS after the merge.	June 1996	Time and energy that staff will be willing/able to spend on this. (In the longer term) agreement with IBAS about the need/desirability of such an exam for all SS.
2. To supervise/organise the visits of FEFA experts on LP syllabus design & Classroom discourse models.	Oct-Nov 1995	Time and energy that staff will be willing to devote to inputs from FEFA experts.
3. To ensure sustainability by working with CETT colleagues as they take over responsibility for TP organisation, dissertation administration, State exam administration and timetabling	Feb-June 1996	Time and energy that staff will be willing/able to spend on this.
4. To assist colleagues in establishing academic "credibility" by developing research interests, writing papers for presentation and publication.	Oct 95-June 96	Time and energy that staff will be willing/able to spend on this.
5. To continue to organise meetings for Methodology and Classroom Studies tutors to build up confidence and competence in these areas.	Oct 95-June 96	Time and energy that staff are willing/able to spend on this.

4. Activities relating to CETT curriculum development

Objective	By	Risks
1. To produce a final set of Language Learning Theory lecture materials with SS and teachers notes.	June 1996	
2. To ensure that the LLT course is shadowed by at least one member of CETT staff to enable it to continue to be offered in the years ahead. Shadowing to involve sitting in on lectures and post lecture discussion.	Feb-June 96	Time and energy that staff are willing/able to spend on this.

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3. To continue to adapt methodology and classroom studies materials in the light of their perceived usefulness and appropriacy to the Hungarian classroom context.	Oct 95-June 96	
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5. Wider and cross-project issues

Objective	By	Risks
1. To coordinate (with Geoff Gibson) the "Quality in teacher training Survey", for submission to the QELTE conference in February 1996	Feb 96	Ability of ELTSUP institutions to contact ex-students and cooperation of local teachers .
2. To work with other members of the organising committee, on preparations for the QELTE conference in February 96	Oct 95-Feb 96	Not clear, but bound to be some!
3. To contribute to discussions on the setting up of a Resource centre at CETT, and to take such responsibility as is necessary locally for the setting up of such a centre if it actually materialises.	Oct 95-??	That the BC funding for such a centre is not available.
4. To explore (with Geoff Gibson & Simon Gooch) areas in which cooperation between ITT and INSETT might be of mutual benefit.	Oct 95-June 96	Time and opportunity to meet.

6. Together with Geoff Gibson, to introduce and publicise the proposed "Teacher training in the Euro-Carpathian microregion" conference in Debrecen, spring 1997. This to be done in Cracow, April 1996.

APPENDIX 2

BRIEF BIOGRAPHIES OF ELTSUP IMPLEMENTERS

Colleague 1. (Lecturer)

Age when the project began, mid twenties. A recent graduate of IEAS with maximum three years teaching experience at one of Debrecen's best gimnaziums (grammar schools). Unmarried and Debrecen born and bred and with no wish to leave. A Founding Mother of CETT, very idealistic and enthusiastic about being involved in a new project and very involved from the very beginning with the refurbishment of the building and enrollment of students. Felt extremely let down by events as they transpired, and by the erosion in teachers status and standards of living. Single, very reliable, outwardly calm and unruffled, I never saw her lose her temper. Very hard working and academically able and one of the very few colleagues academically respected by IEAS. One of the two colleagues doing the PhD in language pedagogy in Budapest and potentially a leader of DELS. However, has repeatedly stated that she is not interested. MA Lancaster.

Colleague 2. (Lecturer)

Also from Debrecen , a good friend, now sister-in-law, of colleague one . A graduate of IEAS also with two to three years secondary school teaching experience when the project began. A Founding Mother like colleague one. Very intelligent, but a little erratic and definitely suffered from the continuous pressure of the change process. First deputy Outreach Coordinator. Attendance became variable, reliability suffered. Was not accepted as part of DELS by IEAS. Had left to have first child in 1995, second followed in 1998. While on three year maternity leave could not be dismissed. Her future at DELS uncertain. M.Ed College of St Mark and St Johns, Plymouth

Colleague 3.

My British Council colleague. Outreach coordinator responsible for COT recruitment and training and liaison with schools. First came to Hungary early 1980s. Hungarian wife. Fluent Hungarian speaker. Well known at IEAS because had worked there for a year before transferring to CETT and also because the Head of IEAS was an old colleague of his from his time in Hungary in the 1980s. This connection was extremely important in enabling good relationships between the BC at CETT/DELS and IEAS. Very good relationships with all Hungarian colleagues and well integrated into Debrecen life, via wife and children. Played important leadership role within CETT/DELS, present at all negotiations for the merge, and responsible for 5th year teacher training side of DELS's

work after the merge. Leaving the project summer 2000. ELTSUP was extremely fortunate to have him. MSc Aston

Colleague 4 (Lecturer)

Age when project began late 30s. From Budapest. Had been a methodology lecturer at IEAS in the 1980s, so more confident in herself than some of the younger colleagues. Joined CETT just after divorce and sometimes a little unpredictable. The best policy making /strategic planning mind among all the Hungarian colleagues. Somebody who could more than hold her own at project planning meetings in Budapest. Under-employed as a lecturer, could take on a more responsible job, but not interested in doing so within DELS because lack of remuneration. As single woman life is not materially easy, needing to do a lot of work outside. The second PhD student in Budapest. Finding it difficult going. Will not complete it quickly. Also not interested in being a future head of department. MA Durham

Colleague 5 (Associate Professor)

Age when the project began early 50s, and consequently most strongly affected by the characteristics of the pre 1989 period. Debrecen born and bred. Lifetime of service to the university. First trip to Britain in the 1960s and several trips since. Worked at School of Slavonic Studies in London for four years during the 1980s. Both children at school in UK and fluent English speakers. A real Anglophile, impeccable English, and a fine taste in beautifully polished brogues and slightly tweedy jackets. One of Hungary's premier grammarians and lexicologists in his heyday. Meningitis had not helped his career and by the time the project began he was considered to have underachieved. He was very open to change, but out of his depth in many of the roles that he was called upon to play. Colleagues were demoralised by the fact that he was rarely willing, as they perceived it, to stick up for CETT against IEAS, and that he was unable to act as a mentor to their professional development. He never actively worked against change, and was willing to work for, what he understood. Generally liked by students and an excellent host of many student parties.

Colleague 6 (Language teacher)

A graduate of IEAS. First contact with CETT as one of the first cohort of COTs. Six years experience as a secondary school teacher before joining CETT in 1995 as a language teacher rather than a lecturer. Debrecen born, age early 30s, married, one child. Intelligent

but not interested in being an academic. A good teacher, did not take life too seriously and was not dependent on her CETT salary since her husband had a good job in computing. Came from a Party family. Became Manager of the British Council Resource Centre when it was established in 1997. Did not have the chance to study for a Masters because she arrived too late.

Colleague 7 (Lecturer)

A graduate of IEAS and born and brought up in the Lake Balaton region in the south of Hungary. The person most changed by her experiences at CETT and who most understands the nature of change, in the sense of the difficulty of changing oneself, and of embedding cultural changes into a system. Age late 30s, married two children. In my opinion the least 'Hungarian' of the colleagues, with wide ranging interests, experience of overseas travel, a very positive attitude to life which did not seem to be affected by the reality of many of the changes that occurred in Hungary post- 1989. Became the third deputy Outreach coordinator and is now in charge of teacher training at IEAS. M.Ed from College of St Mark and St Johns and currently on sabbatical doing a PhD in Psychology at Debrecen university.

Colleague 8 (Associate professor)

A Russian-English graduate from the University of Debrecen and a member of the Russian department before joining CETT. Born in Szolnok, halfway between Debrecen and Budapest. Aged late 30s when he joined CETT he took a long time to show what he was capable of, keeping a very low profile for the first two to three years. Became Assistant Director of CETT and Deputy Head of DELS in 1996 and blossomed. Very cheerful and hard working and capable. Married with two children, and does a great deal of work outside to supplement his salary. Would be a possible leader, but does not wish to take the role on and also does not have a PhD, which would entitle him to do so. MA Hull

Colleague 9 (lecturer)

Debrecen born and a graduate of IEAS where he worked until 1995, before moving to the very west of the country for a year. On his return he was the sole member of IEAS to transfer (compulsorily) to DELS. He took the move with very good grace. Always very cheerful, but rarely visible he does a great deal of outside work. Married with two children, aged late 30s. He is in charge of the Distance Learning programme at DELS, and although willing does not inspire an enormous amount of confidence. I wonder what will happen to

the programme when Colleague three leaves in summer 2000. Recently completed a Phd in Linguistics at IEAS.

Colleague 10 (language teacher)

Like colleague six, a COT before joining CETT in 1995. Debrecen born, aged early 30s and not very physically or mentally robust, she went through a very unpleasant divorce almost as soon as she joined CETT. Worked as the second Deputy Outreach Coordinator with colleague three for a year. Was not accepted by IEAS as a member of DELS staff and went back to the school that she had originally worked at, the most prestigious practice school, in 1996.

APPENDIX 3A

QUESTIONS FOR CETT COLLEAGUES

Do you think there are any differences in how people in Hungary and the western Europe perceive terms like education, knowledge and learning?

Do you think there are any differences in what is expected from a teacher?

A. Before joining CETT

1. How did you hear about it?
 - b) What did you imagine it to be engaged in?
2. What attracted you to a job at CETT?
 - c) Professional development? Chance to learn?
 - d) Money?
 - e) University job?
 - f) BC connection?
 - g) Chance to participate in a new venture?

B. Once at CETT

1. Were you & colleagues clear about what was supposed to be happening
 - a) Who had initiated the planning of the ELTSUP programmes
 - b) The aims/objectives of the 3 year programme
 - c) How they would be implemented
 - d) The time-scale involved? Finite?
 - e) The British Council connection/role?
2. Who/what was the main source(s) of information about the project?
3. Did you feel the project aims had been established to respond to a 'real need'? A need for what? Expressed/Felt by who? By you?
4. Did you feel the project aim(s) were realistic/desirable? Why?
5. Was there explicit material/professional/'sympathetic' support from people at the University? Who? What form did it take?
6. Did you personally feel involved in planning what was to happen? Were you just reacting to decisions made elsewhere?
7. Who provided most 'leadership skills' within CETT/KLTE(ie: formulating ideas and how to implement them, future vision and how to work towards it)
8. Who provided most 'Management skills' (day to day organisation, allocation of essential work)?

9. Do you feel you have gained 'leadership/mangement skills' through working at CETT?
Was there scope for everyone to be involved in both leadership and management decisions if they wished to?
10. In general was involvement encouraged? discouraged? never mentioned? What has the atmosphere at CETT been like during the lifetime of the project? Between Hungarian colleagues?
 - a) Hungarians and BC staff?
 - b) 'leaders' and others?
 - c) 'Staff and students'?
11. Has the working atmosphere been influenced by the nature of the work being done (ie- move to a more 'humanistic' TT model)? How?
12. Did you/other colleagues have any opportunity to influence the type of training that was offered to you?
13. Do you have any comments on the balance between the practical and theoretical aspects of the training you received?
14. Was in-Hungary training ie workshops/theme days useful?
15. Do you feel that the professional training received as a result of your connection with the CETT has made a significant difference to:
 - a) Your own feeling of professional confidence?
 - i. professional competence as it relates to the 3 yr programme?
 - ii. as it relates to the 4th track?
 - b) How you are viewed by other professionals?
 - i. the University?
 - c) In what ways has it made a difference?
16. To what extent has formative evaluation been built into the CETT curriculum?
 - a) What forms of evaluation have been most effective?
 - b) Who has instigated it?
 - c) Where has the data come from?
17. Have you felt that you were part of a national ELTSUP project ? Has project identity been important to what has happened at CETT?
18. Were you aware of project aims changing from being temporary and quantitative (producing 3 yr trained teachers quickly for a few years) to qualitative (having an effect on the training of 5yr teachers for the foreseeable future)? What triggered this awareness? How did you feel about this change?
19. What , if anything, that you know now would it have been really important for you to know when you first joined CETT? Why didn't you know it then? why is it important?

20. Has there been anything that you found/find it difficult to accept about where CETT has taken ELTE? Is there anything you had to learn / any internal resistance that you had to overcome during the implementation process of the project?
21. Overall which aspects of the implementation have been carried out most effectively in Debrecen- which least?. Can you think of any way(s) in which the implementation could have been improved?

C. Resistance to Changes

1. From where/who in particular?
2. Resistance to what?
3. Why?
4. What effect has such resistance had on the effectiveness of the project?
 - a) your opinion of the project?
 - b) your self-confidence?
5. How was the resistance expressed- openly/covertly?
6. How was it dealt with? Confronted? Open argument? Persuasion? Ignored?
7. Could such resistance have been dealt with better than it has been?

D. Where are we now & where next?

1. Do you feel that the project at CETT Debrecen has been a success?
 - a) What evidence do you have?
2. What significant changes has the project brought about? What do they imply for the future?
3. Who has really been affected by these changes? How?
4. Where do you feel the project/the dept is heading- what next?
 - a) What are the crucial aims to be achieved if the CETT innovations are to remain?
 - b) Are there any compromises that you think will need to be made?
5. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?
6. Is the way that the outside help is being withdrawn helpful in establishing such local 'ownership'?
7. After the withdrawal of full-time outside staffing do you see a continuing role for outside inputs? Of what type? For how long? Why?

E. The role of 'Outsiders'

1. Did BC contractees have sufficient information about the Hungarian educational context and environment to be able to work effectively when they arrived?
2. How was the role of BC contractees perceived ?
 - a) By you
 - b) By colleagues at CETT?
 - c) By staff at the University?
 - d) By the BC?
 - e) By the contractees themselves?

Were there any mismatches in perception? How did they effect the project

Have any of these perceptions changed over the last 5 years?

3. Which of the skills that we have brought to the project have been most useful? which other skills could we usefully have had? Could we have been trained in these?
4. What have contractees done best? Worst?
 - a) What have you done best? worst?
5. Were contractees genuinely open to your ideas/opinions? Did you feel encouraged to express them? Were contractees willing to take them seriously/ act on them, or only to listen to them?
6. Did you feel you could disagree openly with contractees?
7. Did contractees respect Hungarian "ways of doing things"?
8. Have you felt happy about the wider relationship between the two sides in the project? The BC calling the tune? Conditionality of future support?
9. Have you felt that you personally have any relationship with the BC at national / international level? Is such a relationship important? Why?
10. Could the outside inputs have been better utilised?

F. Overall

1. How can the effectiveness (quality) of what we have done for the last 5 years be judged? Criteria? Contextual features to be considered?
2. How would you judge it?
3. How do you feel it has been judged by:
 - a) The Ministry
 - b) The University
 - c) The schools in Debrecen
 - d) Teachers in Debrecen
 - e) CETT SS?
 - f) The BC?

4. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

Is there anything else relevant to the ELTSUP project, in Debrecen or more globally, that you feel I should be finding out about to get a clear picture of the whole innovation process?

I am intending to contact the following: any others?

APPENDIX 3B

FOLLOW-UP QUESTIONS FOR INTERVIEWS

1. Several people in previous interviews mentioned that they felt they had gained from the project in terms of
'A changing concept of education'
'New attitudes to language learning and teaching'
Is this true for you? In what sense(s)? How important is it- to you- to the department- to language teacher education in Hungary?
2. When referring to the students several people also mentioned ideas like
'new kinds of thinking placed in the students' heads'
'Students were treated differently, their minds developed differently'
Do you feel that this has happened? How were SS treated differently? Why?
How might minds have developed differently as a result?
3. Do you think you are a different teacher now than you were before you came to CETT? How? Is this positive for you? For the department?
4. Do the social and economic factors that make so many SS reluctant to teach in the state sector invalidate the teacher training model we've developed? In general? In Hungary? Will SS still have gained something valuable even if they don't end up teaching? What? Of use to whom?
5. A prominent member of the Institute staff referred to the CETT programme as ***'a radically new teacher training model....the effect is significant and long lasting'***.
Certain elements of this model have also been incorporated to the 5th year TT. Would they be saying this if the model
-had been offered by an eminent visiting foreign educator?
-had been brought back by Hungarian staff from their studies in the UK
-was already followed in Budapest or Szeged?
Or is the recognition contingent on the model being tangible and visible here in Debrecen? For general attitudes to Change, must there always be a tangible example of what the Change implies?
6. What factors currently hinder/help the recognition of Applied linguistics as a serious academic discipline in Hungary? Do you sense any changes in the last 5 years? What has caused them?
7. If we were starting the CETT TT model now, with the same relatively inexperienced staff, is there anything you would try to do differently?

8. It has been suggested that English language teachers at all levels of the education system have a more developed professional identity/cohesion than teachers of other subjects. Do you agree? What might account for this?
9. Do you think that before the political changes English language classes were different from classes in other subjects? Are they different now? In what way(s)? What was/is the effect of this on pupils? Teachers of English? Teachers of other subjects? The education system as a whole?
10. Does the change from being a 'Centre' to being a 'Department' have any effect on how our work is viewed by the University, Schools in the city, nationally? Seriousness, Relevance?
11. What are/have been the advantages/disadvantages of CETT/DELS being a physically separate entity from the rest of the university? Do you feel this will be positive or negative in the future?
12. Apart from developing a more 'qualified' staff, what factors will be most important in determining the future of DELS?
13. Do you foresee a time when the changes that we have tried to introduce to language teacher education are fully accepted?
14. Do you think that the fact/the way that Hungarian grammar is taught in schools affects the way that learners perceive language learning and teaching?
15. 'Teamwork' was mentioned by several people as being one of the positive aspects of the CETT experience. Do you agree? In what ways has it been evident? Does it still exist? Is this different from any other department?
16. When you first started teaching what was

your net salary		now
approximate cost of a Debrecen tram ticket		now
a litre of milk		now
a loaf of bread		now
a kilo of decent meat		now
a litre of petrol		now
a month's rent		now
monthly utility bill		now
a pair of shoes		now

How much would a teacher NOW have to earn Netto, to be able to concentrate fully on her/his teaching job?

- 17 ***'The programme's heart and soul has been the foregrounded presence of the British Council'***. Do you agree? Has this been healthy? Should the BC contractees have taken a back seat in the implementation of the project sooner?

18. Some statements that have been made about possible future roles for the BC are listed below. Do you agree with them? Which if any, are closest to your own view?

'(to provide) somebody to help when there is a shout for help'

'it's important to retain an outsider presence, especially because

Applied linguistics is so new. The credibility outsiders bring relieves the pressure on the Hungarian staff'

'We need some back up, otherwise we are isolated. It's not just financial support but ideas and materials'

'(BC outsiders are)' a necessary element in the life of the department'

'Keeping people updated'

'money,money,money and the ongoing further training of staff'

19. Do you agree with the statement ***'If the 3 year programmes stop tomorrow, the new approach to Teacher training will remain'***

20. Do you think that our partners in the Change process in the 'outside world'- the institute, the university, the ministry, the BC, understand the extent of the personal and professional changes that have taken place at CETT/DELS in the last 5-6 years?

APPENDIX 3C

QUESTIONS FOR COLL 3

A. Before joining CETT

1. Would you say there are any differences in how Hungarians and British perceive terms like 'education', 'knowledge' and 'learning'?
2. How did you hear about it?
 - a) What did you imagine it to be engaged in?
3. What was your impression of how it was perceived by the KLTE English dept leadership? Supporters? Resisters?

B. Once at CETT

1. Were you & colleagues clear about what was supposed to be happening
 - a) Who had initiated the planning of the ELTSUP programmes
 - b) The aims/objectives of the 3 year programme-realistic?
 - c) How they would be implemented-realistic?
 - d) The time-scale involved?
 - e) The British Council connection/role?
2. Who/what was the main source(s) of information about the project?
3. Did you feel the project aims had been established to respond to a 'real need'?
 - a) A need for what? Expressed/Felt by who? by you? By the Hungarians?
4. Was there explicit material/professional/'sympathetic' support from people at the University? Who? What form did it take?
5. Do you think Hungarian colleagues felt involved in planning what was to happen?
 - a) Were they just reacting to decisions made elsewhere?
6. Did you from the start realise that BC would encourage these changes in ELTT to be exported to the 5yr programme?
7. Where did most 'leadership skills' within CETT/KLTE(ie: formulating ideas and how to implement them, future vision and how to work towards it) come from?. Where did most 'Management skills' (day to day organisation, allocation of essential work) come from?
8. Do you feel you have gained 'leadership/mangement skills' through working at CETT? Was there scope for everyone to be involved in both leadership and management decisions if they wished to? In general was involvement encouraged? discouraged? never mentioned?

9. What was the atmosphere at CETT like during the lifetime of the project?

- b) Between Hungarian colleagues?
- c) Hungarians and BC staff?
- d) 'leaders' and others?
- e) 'Staff and students'?

Has the working atmosphere been influenced by the nature of the work being done (ie- move to a more 'humanistic' TT model)? How?

10. Do you feel that the professional training received by the Hungarian colleagues as a result of their connection with the CETT has made a significant difference to:

- a) Their own feeling of professional confidence?
- b) professional competence as it relates to the 3 yr programme?
- c) as it relates to the 4th track?

11. How they are viewed by other professionals?

- a) the University?

12. In what ways has it made a difference?

13. To what extent has formative evaluation been built into the CETT

- a) curriculum?
- b) What forms of evaluation have been most effective?
- c) Who has instigated it?
- d) Where has the data come from?

14. Have you felt that you were part of a national ELTSUP project? Has project identity been important to what has happened at CETT?

15. Were you aware of project aims changing from being temporary and quantitative (producing 3 yr trained teachers quickly for a few years) to qualitative (having an effect on the training of 5yr teachers for the foreseeable future)? What triggered this awareness? How did you feel about this change?

16. What , if anything, that you know now would it have been really important for you to know when you first joined CETT? Why didn't you know it then? why is it important?

17. What, personally or professionally have you had to learn as a result of your connection with CETT

18. Overall which aspects of the implementation have been carried out most effectively in Debrecen- which least?. Can you think of any way(s) in which the implementation could have been improved?

C. Resistance to Changes

1. From where/who in particular?

Resistance to what? Why?

2. What effect has such resistance had on the effectiveness of the project?

3. How was the resistance expressed- openly/covertly?
How was it dealt with? Confronted? Open argument? Persuasion? Ignored?
4. Are there significant differences in the way that Hungarian and BC staff dealt with/felt about/were affected by such resistance?
5. Could such resistance have been dealt with better than it has been?

D. Where are we now & where next?

1. Do you feel that the project at CETT Debrecen has been a success?
In relation to its original aim? Its wider aims? What evidence do you have?
1. What significant changes has the project brought about? What do they imply for the future?
2. Who has really been affected by these changes? How?
Where do you feel the project/the dept is heading- what next?
What are the crucial aims to be achieved if the CETT innovations are to remain?
Are there any compromises that you think will need to be made?
4. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?
5. Is the way that the outside help is being withdrawn helpful in establishing such local 'ownership'?
6. After the withdrawal of full-time outside staffing do you see a continuing role for outside inputs? Of what type? for how long? Why?

E. The role of 'Outsiders'

1. Do BC contractees have sufficient information about the Hungarian educational ethos and environment to be able to work effectively when they first arrive?
2. How was the role of BC contractees perceived when the project began?
 - a) By colleagues at CETT?
 - b) By staff at the University?
 - c) By the BC?
 - d) By the contractees themselves?

Were there any mismatches in perception? How did they effect the project?

Have any of these perceptions changed over the last 5 years?

3. Which of the skills that we have brought to the project have been most useful? which other skills could we usefully have had? Could we have been trained in these?
4. What have contractees done best? worst?
What have you done best? worst?

5. Were genuinely open to your Hungarian colleagues' ideas/opinions? Did you encourage them to express them? Did you take them seriously/act on them, or only to listen to them?
6. Did contractees respect Hungarian "ways of doing things"?
7. Could the outside inputs have been better utilised?

F. Overall

1. How can the effectiveness (quality) of what we have done for the last 5 years be judged? Criteria? Contextual features to be considered?
2. How would you judge it?
3. How do you feel it has been judged by:
 - a) The Ministry
 - b) The University
 - c) The schools in Debrecen
 - d) Teachers in Debrecen
 - e) CETT SS?
 - f) The BC?
4. Who else ought to be encouraged to judge it/ is well enough informed to judge it?
Is there anything else relevant to the ELTSUP project, in Debrecen or more globally, that you feel I should be finding out about to get a clear picture of the whole innovation process?

APPENDIX 3D

QUESTIONS FOR DELS COLLEAGUES (ROUND 3 SUMMER 1998)

BEFORE THE POLITICAL CHANGES

A. Education

1. What sort of personal decisions regarding the content of what was taught, materials used to teach it and method of teaching could
 - a) a school teacher make?
 - b) a university teacher make?
2. What sort of supervisory systems existed?
3. What incentives were there to encourage teachers to do 'a good job'?
4. What were the criteria for promotion?
5. How much job security was there?
6. How long had lektors existed within the tertiary sector?
7. When did English begin to be fairly widely available within the school system?

B. Organisational Management And Leadership Styles

These have been described to me as outlined below. Do you agree?

- top down, hierarchical, real power highly concentrated among a few?
- autocratic, non-consultative, little sharing of information
- poor channels of communication, verbal rather than written communication
- limited forward planning skills and little need to do so because little change in organisational structures.
- initiative from below discouraged.
- better at rhetoric than at implementation

C. Society

This has been described as outlined below. Do you agree?

- conformist and accepting the status quo
- mutually respecting
- materially fairly equal and secure
- tending to enlarge the positive features of the west above their real value

WHEN THE LAST COMMUNIST GOVERNMENT OPENED BORDERS / ANNOUNCED ELECTIONS/ RESIGNED

1. What did you expect would happen?

Immediately?
Soon?

2. What noticeable changes actually took place in the first few months
 - a) in daily life?
 - b) in education?
 - c) in terms of institutional leadership?

SINCE THE POLITICAL CHANGES

A. Education

1. What have been the most important practical effects of institutional autonomy
 - a) on what happens in schools?
 - b) on what happens in higher Education?
2. Is it KLTE or the Higher Education Acts that determine who is qualified to teach at tertiary level and how long they have to become qualified?
3. If you were able to choose, what sort of further training would really make you FEEL more qualified in practice as well as on paper?
4. What incentives exist within the education system at any level to reward “good work”?
5. How can school teachers ever get promoted?
6. Now that tuition fees are the norm and are likely to increase, are universities / colleges now moving to a more customer based relationship with their students?
What are the effects of this?
7. What are the most significant differences between education now and 10 years ago
 - a) at school level?
 - b) at tertiary level?

B. Organisational Management And Leadership Styles

1. Have any aspects of this changed? For better? For worse?
2. If you were offered training in ‘management and leadership skills’
 - a) would you be interested in taking such training?
 - b) what would you want it to contain and emphasise?
 - c) what sort of a background would you expect the trainers to have?

C. Society

Are people now

- less conformist and accepting of the status quo?
- less mutually respecting?
- less materially equal and secure?
- more aware of the realities of what a ‘western’ lifestyle entails?

APPENDIX 4A

QUESTIONS FOR ADMIN 3 5/6/98

A. The BC Generally

1. What determines BC priorities for BC project work? Politics only?
2. What was the rationale for the rush into Eastern/Central Europe in early 90s?
3. To what extent do those who decide priorities have experience of planning and implementing the same sorts of projects in the same sorts of contexts?
4. What causes the apparent short-termism in BC policy/commitment towards any one project or region? How do you feel this affects education projects?
5. In your 'paper planning', do you have to make your expenditure fit into 'project slots' in order to obtain funding?
6. Have the many upheavals within BC UK over the past few years affected your work here in any way?
7. Have you noticed any changes in the way that BC UK
 - a) understand the education project planning process?
 - b) assess the value of education project outcomes?
 - c) view education project time-scales?
 - d) establish the criteria for initial/continuing education project support
8. What is BC policy as regards the role of local stakeholders in the planning of BC activities within a country/region?

B. BC In Hungary

1. What accounts for the disproportionately large number of contractees employed in Hungary in the mid 90s?
2. Have you noticed any major differences in 'ways of doing things' between yourself and Hungarians working
 - a) within the BC in Hungary?
 - b) within government?
 - c) within institutions?
3. What do you feel are the main strengths and weaknesses of Hungarian
 - a) management systems and styles?
 - b) educational culture?
4. What do you see as the role of the Hungarian PIMs? How does this relate to your role? Do such PIMs exist in other BC offices in the region? Do you see their inputs as valuable? What can they offer?

C. Eltsup

1. Do you regard this as a successful “project”?
2. What are the main (direct or indirect) outcomes of the project? Do these have to be reported to BC UK? What sorts of outcomes do they expect to see from a project like ELTSUP?
3. How much effect has it had as compared to 3 year programmes in other parts of the region?
4. What do you think is the reason for the Ministry’s “hands-off” approach to the project from the very beginning? Has this been positive or negative? Has this been equally true for other projects?
5. In retrospect, are there any major decisions taken by either the Hungarian or the BC side that , if decided differently, would have significantly affected the project outcomes?
6. Has there ever been a written revision of the PF to reflect the change in project goals post-Alderson?

D. Briefings , Management Training And Future Role Of Contractees

1. What sort of briefing/orientation period did you have before taking up this post?
How ready for and knowledgeable about the Hungarian environment did you feel when you took up the post? Your successor will be in Hungary for 4 days in June and then return in September, what other briefing/orientation is he likely to receive?
2. Why are briefings for contractees on the whole perceived as unsatisfactory?
3. Have you ever had any formal management training? Is such training necessary for
 - a) you to do your job effectively?
 - b) contractees to do their jobs effectively?
 - c) PIMs to do their jobs effectively?

What would such training include?

4. Do you see any value in putting BC funding into providing educational management training for key local project staff at institutions within the region?

What would such training include?

5. Do you see a future for “the contractee” as s/he presently exists (ie: whose principal skill is purely within ELT)? What other skills are “the contractees of the future” going to need to acquire? Will there indeed be “contractees” in 5 years time?

APPENDIX 4B

QUESTIONS FOR ADMIN 6

A. Education in Hungary

1. How would most ordinary Hungarians define the terms 'education' 'knowledge'... and 'learning'? What is the relationship between them?
2. Would most ordinary Hungarians consider teachers to need training beyond a thorough knowledge of their subject?
3. How would most ordinary Hungarians define a 'good language teacher'? Is it any different from a 'good teacher' of any other subject?
4. How does Hungarian society traditionally view teachers?
 - a) Primary? Secondary? College? University?
 - b) Has their morale and material status always been so low?
5. Hungarians often say that they follow the "Prussian" model of education. To what extent do you think this is true? In schools? Universities?
6. Teacher : SS relationships in Hungary
Do these traditionally change significantly between Primary school and university? Do they in practice?
Have these changed since 1989?
7. What do you think are the reasons for the 'timidity' of Hungarian SS when dealing with their teachers?
Do you see any signs of SS becoming more self-assertive?
8. What do you think are the reasons for teachers feeling they have to be
 - a) 'all knowing' superhumans?
 - b) Is this changing at all?
9. Cooperation versus competition among students
Which of the above do you think is most typical of Hungarian classrooms?
Any differences between Primary, Secondary, Tertiary?
10. Cooperation versus competition among teachers
Which do you feel is most typical of Hungarian teachers?

B. Cot Training

1. What motivated you to enrol for the first COT course?
What do you think motivated others?
2. What do you feel were the main benefits for the teachers attending such courses?
What was best about the courses? What was worst?

3. Did you/other members of the COT courses find it difficult to accept any of the ideas that were suggested? 'Sharing and caring'?
4. To what extent do you feel the content of COT (and ELTSUP) training was tailored to take the Hungarian educational context into consideration?
 - a) Views of language?
 - b) Concepts of 'learning' and 'teaching' ?
 - c) Teacher and learner roles and relationships?
 - d) The classroom?
 - e) External pressures- exams, parents, head teachers?
5. In what way(s) do you feel the COT training courses have been of benefit to the 3 yr teacher training programmes?

C. When you first began working on the ELTSUP Project- Spring 1994

1. What did you think you were recruited to do?
Job description? Clear briefing? Sources of information?
2. What timescale were you given?
3. How did you feel about the Alderson report's suggestion that future BC support should be conditional on institutions submitting clear future plans?
 - a) Reasonable? Blackmail? Productive?
 - b) Do you think institutions were surprised by this?
 - c) Do you think Helen was bluffing?
4. From your initial visits and discussions at the ELTSUP institutions what opinion did you form about the effectiveness of the implementation of the project ?
What was the general attitude of institutional hierarchies to the project?

D. The last 2 - 3 years

1. What factors seem to have been most important in determining whether the project has been successfully implemented within an institution?
 - a) Separate CETTs vs Integrated units?
 - b) Hungarian staff involvement? Quality of Hungarian leadership?
 - c) BC inputs?
 - d) Attitude of University/college hierarchies? Their familiarity with 'new ideas' in teacher education ?
 - e) teacher education ?
2. Who do you feel has provided the 'leadership skills' within the 3 yr programmes at most institutions? (i.e formulating ideas about the practicalities of implementation, future vision and how to work towards it) ?.
3. Have you felt that it is has ever been realistic to view ELTSUP as a project?
What factors have assisted/ worked against the formation of a project identity?
4. What has been achieved by the PMB?

5. Do you feel the BC has had a realistic attitude towards the project?
Has it provided leadership? Set realistic goals? Monitored the attainment of such goals and provided assistance where necessary?
6. Do you feel that the training provided for Hungarian ELTSUP staff has been appropriate?
On what basis was the type of training to be provided chosen?
To what extent do you feel British institutions have tailored the training they offer to the Hungarian context?
To what extent do you feel that training needs are now able to be supplied in Hungary?
7. Is there anything about the implementation of the project that you now know that you wish you had known when you first became involved?
8. Overall which aspects of the implementation have been carried out most effectively - which least?
Can you think of any way(s) in which the implementation could have been improved?
9. What do you feel the role of the Ministry in the implementation of the ELTSUP project has been. Has this changed at all over the life of the project?

E. Resistance to Changes

1. From where has this principally come?
Resistance to what?
2. Was institutional resistance responsible for getting the status of the 3 yr qualification downgraded?
3. What effect has such resistance had on the effectiveness of the project?

F. Where now & where next? (Summer 1996-1999?)

1. Do you feel that the first phase of the project (upto summer 1996) has been successful?
In relation to its original aim? Its wider aims? What evidence do you have?
2. What significant changes has the project brought about? What do they imply for the future?
3. Who/ What has really been affected by these changes? How?
4. Where do you feel the project/ is heading- what next?
5. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?

E. The role of 'Outsiders'- the BC

1. What is your opinion of the BC role in the ELTSUP project in terms of
supplying resources? quantity? type? speed?
supplying leadership and guidance - having clear aims and ideas about how to work
towards them? An overall view? Clear criteria?
2. The BC has spent, relatively, far more in Hungary than in other countries in the
region. What has been the reason for this? What have they been trying to achieve?
 - a) What have you learned about the relationship between BC Manchester and BC
Hungary?
 - b) How much autonomy and subordination?
 - c) Clarity of guidance UK to Hungary?
 - d) Flow of communication in both directions?
 - e) Effectiveness of personnel?
 - f) Responsibility for contractees?
3. What is your opinion of the BC briefing procedures for contractees?
4. How is the role of BC contractees perceived ?
 - a) By Hungarian colleagues on the 3 yr programme?
 - b) By the institutions within which 3 yr programmes are situated?
 - c) By the BC in Hungary?
 - d) By the BC in Manchester?
 - e) By you?
 - f) By the contractees themselves?

Have you noticed any mismatches in perceptions?

Have any such mismatches affected the success of the project?

Have any of your perceptions changed over the last 3 years?

5. Which of the skills that contractees have brought to the project have been most
useful? Could these skills have been more widely utilised?
Which other skills could they usefully have had? Could they have been trained in these?
6. What have contractees done best? worst?
7. Have contractees been genuinely open to your ideas/opinions? Did you feel
encouraged to express them? Were contractees willing to take them seriously/ act on
them, or only to listen to them?
8. Have you felt you could disagree openly with contractees?
9. Do you feel that contractees have respected Hungarian "ways of doing things"?
Enough? too much?
10. What did you imagine working for the BC would be like? Has reality lived up to
expectations? Positive and negative aspects?

G. Overall

1. How can the effectiveness (quality) of ELTSUP be judged Criteria?

Contextual features to be considered?

2. How would you judge it?

3. How do you feel it has been judged by:

- a) The Ministry
- b) The Institutions
- c) Schools at which trainees have worked
- d) COTs
- e) Other teachers
- f) 3 yr programme SS?
- g) BC Hungary
- h) BC Manchester

4. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

Is there anything else relevant to the ELTSUP project globally, that you feel I should be finding out about to get a clear picture of the whole process? I am intending to contact the following: any others?

APPENDIX 4C

QUESTIONS FOR. ADMIN 5 11/7/96

A. Pre project.

1. Who actually suggested the idea of ELTSUP in the first place?
KnowHow funding to BC funding in 1991
2. What did the consultants actually do on their 2 trips to Hung for consultations with Min/institutions in 1989-90?
What did they ask from Min from Instits?
Do you feel that the info they gathered was sufficient for you + BC UK + the institutions + the Ministry to have a clear idea of the context of the project and so of what sorts of inputs would be most likely to be effective, what aspects of implementation would be most complex?
Do you feel that in general BC puts enough energy into clarifying the contexts into which it places projects – feasibility studies et al- or does it tend to “rush in” if it rushes in, is this because of political pressure to get started quickly or because of lack of expertise in UK/abroad as regards knowing what to look for?
3. On the basis of what doc, drawn up by and signed by who was the proj formally established?
 - a) Did the foundation document define
The type/status of 3y degree
How standardised the 3y courses were supposed to be the long-term goals of the proj?
4. Was the Quantitative language in which the PF/Draft foundation document is couched ever really representative of what was expected to happen?
By BC, Min, Institutions?
Was it just a way of keeping sponsors/funders happy?
5. Were the 3y programmes always supposed to be just an interim measure?
Was this what was expected by BC, Min,Instits?
6. Was the concept of COT recruitment and training built into the project aims right from the start or was it something that it became clear was needed only once the proj was underway and the need to organise TP was addressed?

B. Project implementation

1. Was it upto individual Unis to decide whether they set up CETTs or Fun 3y & 5y courses in parallel within the dept?

- What factors influenced the decision on the part of the Unis?
- Do you feel that separate CETTs were a good thing?
2. Who instigated the addition of the TTCs to the project

What was the rationale?

Why was there no independent outreach component?

Was it recognised from the beginning that they are 2nd class citizens?

Why were BC posts at TTCs graded lower – surely just exacerbating low status?
 3. Who suggested salary enhancements for Hungarian staff?

What was the rationale?

What did they amount to (+5-10-20-30%...)?

Who paid them- who got them and for how long were they guaranteed?

Why were they stopped?
 4. What influenced the choice of the Marjon reflective – self developmental model of teacher education, as the model to follow? BC? Fashion?

Were Hungarian staff (not Directors) ever asked (by BC) about how they perceived their training needs?
 5. Why was it so difficult to spend the training budget in the early days?

Lack of appropriate courses?

Lack of idea about Training needs RSA Dip did get very good feedback – could there have been an in-Hungary course?

Reluctance to get involved in long- term training commitments like distance M.Ed.?

To what extent do you feel that UK Universities make an effort to tailor what they offer to the needs of the consumer?
 6. What was the point of the PRODESS visit (or PRODESS at all?) Nobody seems to know
 7. Why was the 'regional node' idea abandoned and separate INSETT projects set up?
 8. Why was there no Gulyas Gabi figure before the Alderson review? BC stinginess? Joy G was supposed to do the job?
 9. The Alderson report is pretty scathing about BC understanding of project management. Do you feel that this is justified in terms of the people in UK?

The staff in Budapest – what preparation did you get?

What training could you have done with?

The contractees – what training ought they to have?
 10. Did you feel that the aims of the project explicitly changed post 1993 review?

Previously the explicit aims had been quantitative – The project largely failed to achieve them. What it had achieved was qualitative change in certain aspects of Language

teacher education. The review suggested that ELTSUP should think about how the positive aspects of the 3 year changes could be incorporated into the main tertiary TT system. The overt aims ceased to be quantitative and became qualitative.

Was this shift ever made explicit by the Ministry, the BC. The institutions?

Was it really a shift at all or just a recognition of what had really been happening all the time?

Was the PF ever redrafted as suggested to incorporate these changed aims?

11. The review recommended (and you implemented) the idea of further BC support being conditional on agreements being reached by each institution as to its future aims for using what ELTSUP could offer and how it proposed to use BC inputs to achieve those aims. This idea of 'Conditionality' was very successful in forcing Debrecen to think about what it was doing.

Why had it never been used before?

Would you really have pulled out if institutions had not come up with satisfactory agreements? Was it just a paper tiger? Several institutions, despite their agreements have not really progressed very far since then?

What is the balance between the political and the professional in the BC's ELT project world? Is politics always in command?

12. The setting up of a Project Management Board in contrast was never really effective.

Why do you think this was?

13. Do you feel that 'professional evaluators' like Alderson & Gwynn are the ideal people to carry out such reviews? Is there any alternative?

APPENDIX 5A

QUESTIONS FOR ADMIN 1 13/11/96

1 "It is really qualifications and publications that count. Experience in its own right doesn't seem to be enough" A fair comment on what is expected of staff in the tertiary sector?

Basically the task is to put facts into children who then memorise and reproduce them.

Just it is a feeling in the minds of all Hungarians that education is passing on knowledge and language teaching is no different.

3 yrs probation in which to do research and write articles and design courses and get qualifications. DK how these things can be done. If dept judged on the number of articles not on teaching, DK if it will come up with enough during the probationary period. Institute don't seem to realise they are asking too much.

2. How would you characterise the Hungarian educational ethos today?

Its view of Knowledge? Learning?

Its perception of 'A teacher' - 'a language teacher' ?

A. Planning for the 3 year programme

1. When was the idea of the 3yr programme first mooted at KLTE?

In response to what information? From who? .

2. Were the stated aims of the programme completely clear?

Did KLTE take these at face value or was there also a 'hidden agenda'?

Did the aims of the programme meet a perceived need ? Felt by who?

Need for what?

Quantitative aims or Qualitative?

3. What led to CETT being established in Kassai ut rather than within the dept?

4. Where did the money come from for the renovations, decorations and equipment at CETT?

5. What were the criteria used for choosing the Director of CETT?

6. Was it clear to you from the start that the 3 yr programme had a limited life span?

7. Was it clear to you from the beginning that CETT would have to rely heavily on part-time/visiting staff from the Institute? Was this a problem? A good thing?

8. Did any of the following influence decisions made at the planning stage?

a)the fact of the BC's involvement?

b)the overall changes in Hungarian politics and society?

c)the greater autonomy granted to universities?

B. Implementation of the 3 year programme

1. Did the Director have a completely free hand to choose his own staff?

What criteria would you have used to choose CETT staff?

2. How was the balance of the CETT curriculum established?

Traditional content versus innovation?

KLTE and BC Asst Director

Were there any things that you or your colleagues found/find it difficult to accept about the way in which CETT has tried to redefine the language teacher education curriculum?

3. In what main areas do you feel the University/the Institute has supported the 3 yr programme?

4. In your opinion who has provided the 'leadership skills' within CETT.

i.e.: formulating ideas and suggesting how to implement them, (future vision and how to work towards it) .

Who has provided the 'Management skills' (day to day organisation, allocation of essential work) ?

5. Have you felt that CETT has provided scope for all staff to be involved in both leadership and management decisions if they chose to?

6. What skills do you feel CETT staff have gained as a result of working on the 3 yr programme? Professional skills? Managerial skills? Personal skills? The MA, does it represent anything in terms of professional training?

7. How would you characterise the relationship between CETT staff and Institute staff over the past 5 years? Rivalry? Co-operation?

8. Do you consider there to be any significant differences between CETT and 5 yr students?

9. Do you feel that being part of a national ELTSUP project has benefited CETT in any way?

10. At what point did you become aware that the BC's aims had widened to include the desirability of 'the merge'?

11. At that point how did you and your colleagues view the idea of the merge ?

12. What are/were the factors that have led you to support the merge?

13. If the 3 yr programme was being set up today, are there any changes you would make to the decisions that were taken 5 years ago?

14. What was your reaction to the poor grading given to CETT by the accreditation committee?

15. Could the Ministry usefully have played a more active role in the implementation of the project? How?

C. Continuation

1. Do you feel that the project at CETT Debrecen has been a success?
In relation to its original aim?
Its wider aims? What evidence do you have?
2. What significant changes has the project brought about? Who has really been affected by these changes? How?
3. How do you see the new dept developing ?
What do you consider its priorities ought to be in the short to medium term?
Which aspects of the innovations pioneered by CETT do you feel it will be most difficult to incorporate? Why?
4. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?
5. After the withdrawal of full-time BC staff do you see a continuing role for outside inputs? Of what type? for how long? Why?

D. Quality

1. How can the effectiveness (quality) of what we have done for the last 5 years be judged? Criteria? Contextual features to be considered?
2. How would you judge it?
How do you feel it has been judged by: The Ministry? - The University?
The schools in Debrecen?- Teachers in Debrecen?- CETT SS?- The BC?
3. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

E. The role of 'Outsiders'

1. Did BC contractees have sufficient information about the Hungarian educational ethos and environment to be able to work effectively when they first arrived?
2. How was the role of BC contractees perceived by the university when the project began?
Were there any mismatches in perception? How did they effect the project?
Have any of these perceptions changed over the last 5 years?
3. Which of the skills that we have brought to the project have been most useful?
which other skills could we usefully have had? Could we have been trained in these?

- 4 Have you felt that contractees were genuinely open to their Hungarian colleagues' ideas and opinions? To Hungarian "ways of doing things"?
5. How have you felt about the wider relationship between the two sides in the project? The BC calling the tune? Conditionality of future support?
6. Have you felt that you personally have any relationship with the BC at national / international level? Is such a relationship important? Why?
7. Could the BC inputs have been better utilised?

Is there anything else relevant to the ELTSUP project, in Debrecen or more globally, that you feel I should be finding out about to get a clear picture of the whole innovation process?

APPENDIX 5B

QUESTIONS FOR ADMIN 4

- 1 "It is really qualifications and publications that count. Experience in its own right doesn't seem to be enough" A fair comment on what is expected of staff in the tertiary sector?
2. How would you characterise the Hungarian educational ethos today?
Its view of Knowledge? Learning?
Its perception of 'A teacher' - 'a language teacher' ?

A. Planning for the 3 year programme

1. Were you at all involved in the initial planning of the 3 yr programme?
2. Were the stated aims of the programme completely clear?
Did KLTE take these at face value or was there also a 'hidden agenda'?
Did the aims of the programme meet a perceived need ? Felt by who?
Need for what?
Quantitative aims or Qualitative?
3. What led to CETT being established in Kassai ut rather than within the dept?
4. What were the criteria used for choosing the Director of CETT?
5. Was it clear to you from the start that the 3 yr programme had a limited life span?
6. Do you think any of the following, influenced decisions made at the planning stage?
 - a)the fact of the BC's involvement?
 - b)the overall changes in Hungarian politics and society?
 - c)the greater autonomy granted to universities?

B. Implementation of the 3 year programme

1. Were there any things that you or your colleagues found/find it difficult to accept about the way in which CETT has tried to redefine the language teacher education curriculum?
2. In your opinion who has provided the 'leadership skills' within CETT.
i.e.: formulating ideas and suggesting how to implement them, future vision and how to work towards it) .
Who has provided the 'Management skills' (day to day organisation, allocation of essential work) ?
3. How would you characterise the relationship between CETT staff and Institute staff over the past 5 years? Co-operation? Rivalry? Minimal contact?
4. Do you consider there to be any significant differences between CETT and 5

yr students?

5. At what point did you become aware that the 'merge' was likely?

At that point how did you and your colleagues view the idea of the merge ?

What are/were the factors that have led you to support the merge?

6. One of the problems regarding the merge was the lack of 'qualified' staff. Do you feel a British MA represents anything in terms of professional training?

C. Continuation

1. Do you feel that the project at CETT Debrecen has been a success?

In relation to its original aim?

Its wider aims? What evidence do you have?

2. What significant changes has the project brought about? Who has really been affected by these changes? How?

3. How do you see the new dept developing ?

What do you consider its priorities ought to be in the short to medium term?

Which aspects of the innovations pioneered by CETT do you feel it will be most difficult to incorporate? Why?

4. What do you feel is the most appropriate role for Applied Linguistics within the Hungarian University context in the years ahead?

5. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?

6. After the withdrawal of full-time BC staff do you see a continuing role for outside inputs? Of what type? for how long? Why?

D. Quality

1. How can the effectiveness (quality) of what we have done for the last 5 years be judged? Criteria? Contextual features to be considered?

2. How would you judge it?

How do you feel it has been judged by:

The Ministry - The University - The schools in Debrecen- Teachers in Debrecen? -

3. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

E. The role of 'Outsiders'

1. Do BC contractees have sufficient information about the Hungarian educational ethos and environment to be able to work effectively when they arrive?
2. How was the role of BC contractees perceived by the university when the

project began?

Were there any mismatches in perception? How did they effect the project?

Have any of these perceptions changed over the last 5 years?

3. Which of the skills that we have brought to the project have been most useful? which other skills could we usefully have had? Could we have been trained in these?
- 4 Have you felt that contractees were genuinely open to their Hungarian colleagues' ideas and opinions? To Hungarian "ways of doing things"?
5. How have you felt about the wider relationship between the two sides in the project? The BC calling the tune? Conditionality of future support?

Is there anything else relevant to the ELTSUP project, in Debrecen or more globally, that you feel I should be finding out about to get a clear picture of the whole innovation process?

APPENDIX 5C

QUESTIONS FOR ADMIN 11

1. As far as you can judge, are there any differences between the way CETT/DELS understands 'education' and the way the term is understood by other depts at KLTE? If there are, what evidence is there of such differences? What effect do they have?
2. Do you feel KLTE is typical of the tertiary education sector in Hungary in its concept of education? In how it delivers that concept?
3. Do you feel that Kati has gained anything from her time at CETT/DELS?
4. Do you feel that CETT/DELS is managed any differently from other depts at KLTE?
5. Do you feel that the change from being a 'Centre' to being a 'department' is likely to lead to any changes in the way that what we do is perceived by the outside world? The university? Schools? Teachers?
6. What do you consider to be the most important factors that work against changes in the Hungarian (teacher) education system?
7. Do you feel that most educated Hungarians understand that 'Language' is a different construct from say 'History' 'Mathematics' or 'Literature'? If not why not?
8. How much would a Hungarian teacher need to earn, in your opinion, to be able to concentrate fully on her/his main job?

APPENDIX 5D

QUESTIONS FOR ADMIN 8

A. Planning for the 3 year programme

"It is really qualifications and publications that count. Experience in its own right doesn't seem to be enough" A fair comment in the tertiary sector?

How would you characterise the Hungarian educational ethos today?

Its view of Knowledge? Learning?

Its perception of 'A teacher' ?

1. When was the idea of the 3yr programme first mooted at KLTE?

In response to what information? From who?

2. What were the stated aims of the programme?

Did KLTE take these at face value or was there also a 'hidden agenda'?

Did the aims of the programme meet a perceived need ? Felt by who?

Need for what?

Quantitative aims or Qualitative?

3. What led to CETT being established in Kassai ut rather than within the dept?

4. Where did the money come from for the renovations, decorations and equipment at CETT?

5. What were the criteria used for choosing the Director of CETT?

6. Was it clear to you from the start that the 3 yr programme had a limited life span?

7. Was it clear to you from the beginning that CETT would have to rely heavily on part-time/visiting staff? Was this a problem?

8. Did the fact of the BC's involvement influence any decisions made at the planning stage?

B. Implementation of the 3 year programme

1. Did the Director have a completely free hand to choose his own staff?

2. What criteria would you have used to choose CETT staff?

3. How was the balance of the CETT curriculum established?

a) Traditional content versus innovation?

b) KLTE and BC Asst Director

c) Degree of similarity to or difference from the 5 yr course. Quantity and type of

d) classes?

Were there any things that you or your colleagues found/find it difficult to accept

about the way in which CETT has tried to redefine the language teacher education curriculum?

4. In what areas has the University/the Institute provided support to the 3 yr programme? Professional? Material? Informal?
5. In your opinion who has provided the 'leadership skills' within CETT.
i.e.: formulating ideas and suggesting how to implement them, future vision and how to work towards it) .
Who has provided the 'Management skills' (day to day organisation, allocation of essential work) ?
6. Have you felt that CETT has provided scope for all staff to be involved in both leadership and management decisions if they chose to?
7. What skills do you feel CETT staff have gained as a result of working on the 3 yr programme? Professional skills? Managerial skills? Personal skills? The MA, does it represent anything in terms of professional training?
8. How would you characterise the relationship between CETT staff and Institute staff over the past 5 years?
9. Do you consider there to be any significant differences between CETT and 5 yr students?
10. Do you feel that being part of the ELTSUP project has benefited CETT in any way?
11. At what point did you become aware that the BC's aims had widened to include the desirability of 'the merge'?
12. At that point how did you and your colleagues view the idea of the merge ?
13. What are/were the factors that have led you to support the merge?
14. If the 3 yr programme was being set up today, are there any changes you would make to the decisions that were taken 5 years ago?
15. What was your reaction to the poor grading given to CETT by the accreditation committee?

C. Continuation

1. Do you feel that the project at CETT Debrecen has been a success?
 - a) In relation to its original aim? Job assignment?
 - b) Its wider aims? What evidence do you have?
2. What significant changes has the project brought about? Who has really been affected by these changes? How?
3. How do you see the new dept developing ?
What do you consider its priorities ought to be in the short to medium term?

To what extent does

- a) the university
- b) the institute

feel that the CETT innovations in language teacher are worth incorporating into the teacher education mainstream?

Which aspects of the CETT training will it be most difficult to incorporate?

4. Do you know of any likely future changes in national education policy?

Are these likely to affect the nature of teacher training in any significant way?

5. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?

6. After the withdrawal of full-time BC staff do you see a continuing role for outside inputs? Of what type? for how long? Why?

D. Quality

1. How can the effectiveness (quality) of what we have done for the last 5 years be judged? Criteria? Contextual features to be considered?

2. How would you judge it?

How do you feel it has been judged by:

- a) The Ministry
- b) The University
- c) The schools in Debrecen
- d) Teachers in Debrecen
- e) CETT SS?
- f) The BC?

3. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

E. The role of 'Outsiders'

1. Did BC contractees have sufficient information about the Hungarian educational ethos and environment to be able to work effectively when they first arrived?

2. How was the role of BC contractees perceived when the project began?

- a) By colleagues at CETT?
- b) By staff at the University?
- c) By the BC?
- d) By the contractees themselves?

Were there any mismatches in perception? How did they effect the project?

Have any of these perceptions changed over the last 5 years?

3. Which of the skills that we have brought to the project have been most useful?
which other skills could we usefully have had? Could we have been trained in these?
4. What have contractees done best? worst?
5. Were contractees genuinely open to their Hungarian colleagues' ideas and opinions? Did contractees respect Hungarian "ways of doing things"?
6. How have you felt about the wider relationship between the two sides in the project? The BC calling the tune? Conditionality of future support?
7. Have you felt that you personally have any relationship with the BC at national / international level? Is such a relationship important? Why?
8. Could the BC inputs have been better utilised?

Is there anything else relevant to the ELTSUP project, in Debrecen or more globally, that you feel I should be finding out about to get a clear picture of the whole innovation process?

APPENDIX 6

QUESTIONS FOR ADMIN 2

A. Pre-Project

1. Who suggested the idea of ELTSUP in the first place?
2. What did the Hungarian side actually want most from the project?

What were the perceived advantages of starting the project

- a) for the Ministry?
- b) for the BC?
- c) for you?
- d) for the other institutions?
- e) Purely more teachers?

Was the qualitative aspect of changes to teacher education already part of the agenda-
for you?-for the Ministry?-for the Universities?

3. Did the Ministry? The Universities? feel that they had anything to 'learn' from
the BC in terms of language teacher education?
4. Did the BC side know what they wanted?

On what had they based their expectations? Were these realistic?

5. Was sufficient time spent by both sides identifying realistic aims?

What effort was made to do this- by the BC? By the Ministry?

6. Was university autonomy an immediate result of the political changes?

Was it instigated by the Universities? Offered by the Ministry?

Was it explicit what autonomy meant - who was responsible for what?

Or was it something that was left to develop its own reality?

When was the last time that Universities had been autonomous? Were they ready for
the new responsibilities that resulted?

What aspects of autonomy were the Unis least prepared for? what were the effects?

Did all the above affect Universities' attitudes to the project proposal coming from the
Ministry? Did this affect project implementation?

7. On the basis of what document, drawn up and signed by who, was the project
formally established?
8. Did the foundation document define: the status of the degree?
 - a) the curriculum?
 - b) the immediate and longer-term goals?

9. How explicit was the commitment to financial support for the project on the parts

- of the Ministry and the BC? How long was support guaranteed for?
10. Were institutions invited to join the project or were they told that they were joining? Was there any input to the project planning from any of the institutions?
 11. Did the Ministry, the BC, the institutions understand the likely implications for mainstream teacher training of setting up a very different system parallel to the existing one?
 12. Was the concept of CoT recruitment and training seen as an essential part of the project aims right from the start or was it response to a perceived need once the project got underway? Who first mooted the idea?

B. Project implementation

1. What factors were most influential in determining whether institutions set up CETTs as separate entities? Was there pressure to do this from Ministry/BC? what do you feel have been the major (dis)advantages of having CETT Budapest as an independent unit?
2. Has there at any point over the project lifetime been a "Project identity"?
if yes- when and why and was it beneficial?
if no- were any attempts ever made to emphasise such an identity?
why did it never develop?
does it matter? Has anything been lost?
3. Who suggested salary enhancements for Hungarian staff working on the project?
What was the rationale for this?
What was the effect of this on relationships with non-project staff?
For how long were such enhancements paid?
Were such enhancements institution-specific in how much was paid for how long?
Did the ministry/BC provide funding or did the money come out of the institution budgets?
4. To what extent was the implementation of the project 'guided' by the Ministry BC/ University hierarchy?
Was such guidance useful?
5. Was there explicit support for the project among the ELTE hierarchy?
what form did such support take?
6. What/Who determined the choice of the Marjohn 'reflective, self-developmental' model of teacher education as the one to follow? Hungarian directors? BC? Contractees? Fashion?

Were Hungarian staff (not Directors) ever asked by anyone what they perceived their training needs to be? did they opt for this model?

Overall, have the potential benefits for Hungarian staff of the training provided have been maximised by using, principally, this model?

If YES- Why? If NO- Why not? What alternatives were there?

Have UK institutions have tried to tailor the training that they have offered, to the Hungarian context? Did the Hungarian side ever suggest that they do so, or try to give any guidance?

7. The 1993 Alderson report was pretty scathing about BC project management.

Is this criticism was justified in terms of your experiences with the staff at BC Manchester and BC Budapest?

If yes- In what ways?

8. Were you conscious that the aims of the project for the BC explicitly changed (from quantitative to qualitative) after the 1993 report?

Do you think that the Ministry and institutions recognised this? Welcomed this? were worried by this? Was this 'quality' element part of the agenda from the start and so accepted by all?

9. The report recommended that further BC support for the project should be conditional on agreements being reached with each institution as to what it expected to achieve with any future BC inputs.

What was your/ELTE's reaction to this 'conditionality'?

From what you know how was this received by institutions generally? By the Ministry?

Could such conditionality usefully have been imposed earlier in the project life?

Is such conditionality a legitimate 'tool' for overseas funders to use?

10. The Project Management board was more or less a flop. What do you feel were the reasons for this? Does it matter?

What could BC, the Ministry, institutions have done to make it more useful?

C. Resistance to project Implementation

1. What aspects of the project was it most difficult to convince the 'unconverted' about?

Why was this?

2. From which quarters did you find that most resistance to the project came?

Why?

Was it overt or covert?

How did CETT deal with it?

3. How significant was such resistance in slowing down the implementation of the

project or in making certain aspects impossible to implement?

4. Could anything have been done ,prior to or during project implementation, to have lessened the likely resistance?

D. Where are we now?

1. What real changes in Hungarian English Language teacher education has the project brought about?
2. Who has been affected by these changes? Ministry? Institutional hierarchies? CETT staff? Non -CETT staff at institutions? Students? Headmasters? Teachers? Exam boards? How have they been affected?
3. Has there been a real change of attitude or is it a matter of lip-service?
Is there Hungarian 'ownership' of the changes
4. Have the changes improved the 'quality' of teacher education?
Who should judge ?
On what basis should they judge?
What contextual factors need to be borne in mind?
Are we any nearer to a definition of 'quality' in ELTEd
5. Are 'outsiders' still needed to sustain the change process?
If yes- What for? For how long?

E. 'Outsiders' and 'Insiders'

1. Did any differences of perception exist between Hungarian and British colleagues at the point when the project began?
Could these have been avoided?
Did they affect the effective implementation of the project?
2. Were contractees sufficiently well- informed about the Hungarian context before they arrived, to be immediately effective?
3. What are the most important professional and personal skills that you feel contractees on this project require? Why?
4. Did they have such skills?
5. How were contractees perceived by their Hungarian colleagues at CETT?
 - a) the university at large ?
 - b) the BC?

What role(s) were they expected to assume?

6. How were other 'outsiders'- trainers from British universities- perceived?
7. Did contractees seem open to Hungarian reality ?
8. Did they deal adequately with conflicts and disagreements with their Hungarian

colleagues? Aware of colleagues' problems/lack of confidence about what the changes demanded?

9. Were they seen as 'allies' in the change process? Real colleagues or always 'Outsiders'?
10. Does the generally poor level of 'outsiders' Hungarian language skills have any significant bearing on their professional and/or personal effectiveness?

APPENDIX 7

INTERVIEW QUESTIONS FOR ADMIN 7 8/12/97

A. Traditions of Hungarian education during the 20th century

-The Prussian system and the Russian system. What has their influence been?

-Pre First world war and interwar education

Was this a centralised system in terms of concepts of education – one concept or many?

Scope for local decision making, management, funding?

-Was there a clear 'role' that teachers and learners were bound to follow?

B. The 1980s

Although on paper the centralised role of the Hungarian state in determining curriculum, staffing and school administration matters was diminished by the 1985 Education Act – did much actually change?

What experience of institutional management, curriculum design, financial management and budgeting, long-term policy planning, did universities/colleges have prior to 1989?

What did they decide/organise/manage independently, what was decided/organised/managed for them?

What was the status of teachers at this point – in rhetoric and reality?

In the eyes of the government? In the eyes of the population?

What mechanisms existed to reward excellence? 'Model teachers'?

What career prospects?

What financial prospects?

What hierarchy between primary secondary and tertiary levels?

Is it true to say that at this time (tertiary level) education, however academic, was essentially vocational in nature in that it prepared one for a (more or less) lifetime job?

For how much of this period had the study of Russian in schools been compulsory?

Was this the case in all former socialist countries? Was the role of Russian teachers also to transmit an ideological message?

C. Recent Change

Did the abandonment of Russian as a compulsory subject occur overnight?

What have been the most significant changes in Hungarian (tertiary) education over the past 7 years, in terms of Decentralisation?

Funding?

Aims and objectives?

Curriculum?

Assessment?

Teacher education?

Have these been mostly structural and organisational changes or have they also been attitudinal changes?

How well prepared, in terms of experience, precedent, established structures and procedures were educational institutions for these changes?

What is the role of the Ministry of Education and Culture within today's education system?

D. Teachers

In a recent article in the Budapest Sun, teachers were grouped with 'car mechanics, mail handlers, builders and railroad workers' Is this a true reflection of their position in society today?

Have teachers'

a) social and economic position

b) working conditions

changed significantly over the past 7 years or so?

If they have, what effect has this had on the quantity and quality of those entering teaching?

What changes have there been in teacher education during this period?

What changes do you think are likely in teacher education within the next 5 years? Pre-serve training? In-service training?

APPENDIX 8

QUESTIONS FOR ADMIN 8

1. How would most ordinary Hungarians define the terms 'Education' 'knowledge'... and 'learning'? What is the relationship between them?
2. Would most ordinary Hungarians consider teachers to need training beyond a thorough knowledge of their subject?
3. How would most ordinary Hungarians define a 'good language teacher'?
Is it any different from a 'good teacher' of any other subject?
4. How does Hungarian society traditionally view teachers?
Primary? Secondary? College? University?
Has their morale and material status always been so low?
5. Hungarians often say that they follow the "Prussian" model of education.
To what extent do you think this is true? In schools? Universities?
6. Teacher : SS relationships in Hungary
Do these traditionally change significantly between Primary school and college / university? Do they in practice?
Have these changed since 1989?
7. What do you think are the reasons for the 'timidity' of Hungarian SS when dealing with their teachers?
Do you see any signs of SS becoming more self-assertive?
8. What do you think are the reasons for teachers feeling they have to be 'all knowing' superhumans?
Is this changing at all?
9. Cooperation versus competition among students
Which of the above do you think is most typical of Hungarian classrooms?
Any differences between Primary, Secondary, Tertiary?
10. Cooperation versus competition among teachers
Which do you feel is most typical of Hungarian teachers?

A. Before the 3 year ELTSUP programme was established Nyiregyhaza

1. Had you already heard about it in other institutions?
2. How was the decision to set it up in Nyiregyhaza taken?
By who? The College? The Ministry?
3. What information was supplied? From where?

Was this information sufficient to give those involved a clear idea of what was expected?

Aims and rationale?

4. What was the time scale for setting it up? Realistic?

5. What resources were provided for setting it up?

From where? Sufficient?

6. Was there a feeling at the college that the project aims responded to a real need?

7. What was the attitude of the English department staff towards setting up the 3 yr programme?

B. Project implementation

1. Were you & colleagues clear about what was supposed to be happening

How the aims of the project were supposed to be implemented?

The time-scale involved? A temporary phenomenon to meet a sudden need?

The British Council connection/role?

2. Who/what were/ have been the the main source(s) of information about the project?

3. Was there explicit material/professional/'sympathetic' support from the college?

Who? What form did it take?

4. Did you feel that there was scope for you to develop the 3 yr programme as you thought fit or had the basic content of the curriculum already been fixed elsewhere?

Where, by whom? How did you know this?

5. Who provided most 'leadership skills' within the 3 yr programme (i.e :

formulating ideas about the practicalities of implementation, the future vision and how to work towards it) ?.

Who was principally responsible for 'Management ' (day to day organisation, allocation of essential work) ?

6. Do you feel you have gained 'leadership/management skills' through working on the 3 yr programme?

7. Was there scope for all staff members to be involved in planning the programme if they wished to? did they wish to?

8. What was the atmosphere like on the 3 year programme like during the lifetime of the project?

Between Hungarian colleagues?

Hungarians and BC staff?

'leaders' and others?

'Staff and students'?

- Has the working atmosphere been influenced by the nature of the work being done (ie- move to a more 'humanistic' TT model)? How?
- Has the atmosphere changed over the past 4-5 years?
9. Did you/other colleagues have any opportunity to influence the the type of training that was offered to you as participants in the ELTSUP programme?
10. Was in-Hungary training by foreign 'experts' useful?
11. Do you feel that the professional training received as a result of your connection with ELTSUP has made a difference to:
- Your own feeling of professional confidence?
- professional competence ?
- How you are viewed by other professionals?
- In what ways has it made a difference?
12. To what extent has formative evaluation been built into developing your curriculum?
- What forms of evaluation have been most effective?
- Who has instigated it?
13. Have you felt that you were part of a national ELTSUP project ? Has project identity been important to what has happened at the college?
14. Were you aware of project aims changing from being temporary and quantitative (producing 3 yr trained teachers quickly for a few years) to qualitative (having an effect on the training of 4/5yr trainees for the foreseeable future)?
- How do you feel about this change?
15. What , if anything, that you know now, would it have been really important for you to know when the programme was first established?
- Why didn't you know it then? why is it important?
16. Were there anythings that you or your colleagues found/find it difficult to accept about the direction in which the 3 yr programme has tried to steer Language teacher education?
- Is there anything you or your colleagues had to learn / any internal resistance that you had to overcome during the implementation process of the project?
17. What, personally or professionally have you had to learn as a result of your connection with the 3 year programme
18. Overall which aspects of the implementation have been carried out most effectively in Nyiregyhaza- which least?.
- Can you think of any way(s) in which the implementation could have been improved?

C. Resistance to Changes

1. From where/who in particular? Within the college? Within the country?

Resistance to what? Why?

2. Do you think the Colleges were instrumental in getting the status of the 3 yr qualification downgraded?

3. What effect has such resistance had on the effectiveness of the project?

- a) your opinion of the project
- b) staff self-confidence

4. How was the resistance expressed- openly/covertly?

How was it dealt with? Confronted? Open argument? Persuasion? Ignored?

5. Could such resistance have been dealt with better than it has been?

D. Where now & where next?

1. Do you feel that the project in Nyiregyhaza has been a success?

In relation to its original aim? Its wider aims? What evidence do you have?

2. What significant changes has the project brought about? What do they imply for the future?

3. Who has really been affected by these changes? How?

4. Where do you feel the project/ is heading- what next?

Are you going to continue to offer the 3 yr option? For how long?
Why?

5. Do you feel the 3 year programme in Nyiregyhaza has had any influence on the traditional 4 year college training? Could it have in the future?

6. Is there now Hungarian 'ownership' of the project in terms of having the skills, understandings, management and leadership abilities to continue it without further outside help?

7. Did you feel it was reasonable to withdraw BC staff last summer?

Now that full- time outside staffing has been withdrawn, do you see a continuing role for outside inputs?

Of what type? for how long? Why?

E. The role of 'Outsiders'

1. Did BC contractees have sufficient information about the Hungarian educational ethos and environment to be able to work effectively when they first arrived?

2. How was the role of BC contractees perceived when the project began?

By colleagues in the dept?

By the College administration?

By the BC?

By the contractees themselves?

Were there any mismatches in perception? How did they effect the project?

Have any of these perceptions changed over the last 5 years?

3. Which of the skills that they have brought to the project have been most useful?

which other skills could they usefully have had?

Could they have been trained in these?

4. What have contractees done best? worst?

What have you done best? worst?

5. Were contractees genuinely open to your ideas/opinions? Did you feel encouraged to express them?

Were contractees willing to take them seriously/ act on them, or only to listen to them?

6. Did you feel you could disagree openly with contractees?

7. Did contractees respect Hungarian "ways of doing things"?

8. Have you felt happy about the wider relationship between the two sides in the project?

The BC calling the tune? Conditionality of future support?

9. Have you felt that you personally have any relationship with the BC at national / international level? Is such a relationship important? Why?

10. Could the outside inputs have been better utilised?

11. You have had both USIS and BC employed staff working in your department for approximately the same length of time.

What differences or similarities have you found in:

What was expected of the staff by the employing agency.?

The extent to which USIS and BC had clear aims and objectives for their involvement?

The type and quantity of other support that each agency has provided?

Anything else?

F. Overall

1. How can the effectiveness (quality) of what you have done for the last 5 years be judged? Criteria?

Contextual features to be considered?

2. How would you judge it?

3 How do you feel it has been judged by:

- a) The Ministry
- b) The College
- c) The schools in Nyiregyhaza
- d) Teachers in Nyiregyhaza

- e) 3 yr programme SS
- f) The BC?

4. Who else ought to be encouraged to judge it/ is well enough informed to judge it?

Is there anything else relevant to the ELTSUP project, in Nyiregyhaza or more globally, that you feel I should be finding out about to get a clear picture of the whole process? I am intending to contact the following: any others?

APPENDIX 9

INTERVIEW WITH ADMIN 10

A. ELT In Hungary

1. What do you find are the most consistent 'strengths' and weaknesses ' of the teachers that you have contact with? What are they a result of?
2. From your discussion with colleagues in other parts of the country, do you feel that the 'quality' of ELT provision within the Hungarian school system is fairly uniform (in terms of strengths and weaknesses) or are there important differences between different parts of the country?
3. Do you sense that EL teachers in Hungary have a greater sense of professional identity/cohesion than teachers of other subjects?
4. Do you think that English classes in Hungarian schools are different in any ways from classes in other subjects? Is there any 'overspill' in terms of Methodology from the English classroom to other subjects?
5. Do you feel that (English) Language teaching is treated as a high priority within the school curriculum?
6. Hungarian teachers often mention that Hungarian education follows the 'Prussian system'. Do you see any evidence of this?
- 6a What has been the effect of the NAT on language teachers? Schools?
Do teachers feel involved in the curriculum development process? How much information have they been given as to what their role in the CD process is?

B. Within Your Area

1. Do you notice any consistent differences in the way languages are taught (or in anything else) between 'city' (Deb & Nitty) and country areas?
2. What do you feel most teachers want from somebody like you?
3. Do you notice any differences between graduates of 3 year programmes and other language teachers? Between older and younger teachers?
4. From your expectations sheets it is clear teachers do not want 'theory'. Why do you think this is? Does it matter whether teachers understand the theoretical rationale for the method / techniques they employ?
5. Do you feel that the teachers you come into contact with cooperate much with each other / with their other colleagues within their schools?

6. What support is available to teachers in this region from the Hungarian in-service training system? Peds? TOKs? Is the situation here typical of the country as a whole?
7. In your experience what is the attitude of teachers/ SS/parents/Headmasters to 'fun' and 'enjoyment' within the Hungarian language classroom/ education system?
8. In your judgement what have teachers gained from their contact with you?
9. Apart from quadrupling salaries, is there anything realistic that could be done at national level to encourage the wider implementation of different language teaching (teaching in general) methods?

C. The BC Connection

1. What orientation/briefing did you receive before being appointed?
2. How long did it take you to start to feel effective in your job?
3. What information, experience, understanding did you need to gain in order to be able to be effective? Could any of this have been provided in advance?
4. Do you feel there is an optimal minimum and/or maximum time for a contractee to work in a job like yours? Does increasing understanding of the local context and hence (usually) of the obstacles to change, lead to less effort to effect change?
5. What do you feel are the personal qualities needed to do your job? Do they differ from those needed by contractees working inside an institutional framework? Were you aware of them before you took up the post?
6. What are the main aims of the INSETT project- within the PF? As you and your colleagues see them?
7. Is it true to say that you and your colleagues are 'A project'? In the BC's eyes? In your own? What are the essential elements of the 'Project' concept?
8. What are the main skills that you feel you have brought to the job?
9. Are there any other skills that you feel are important but that you lack? Could anything have been done to equip you with these?
10. Do you feel you have been adequately supported by BC management in Bpest? In Manchester?
11. Have you felt under 'pressure to achieve results' from BC Bpest or BC Manchester?
12. How is your role seen by BC, by your colleagues at the Ped, by the consumers, by you?
13. Do you feel you have made any professional compromises in the light of Hungarian reality? Has this been a good or a bad thing?

14. Do you feel that what you do could have been better integrated with what is going on on other BC projects? With the Hungarian in-service TT system?
15. If you were starting the job now, would you do anything differently?

APPENDIX 10A

EX-CETT 5TH YEAR SS INTERVIEWS

A. Before CETT

1. When you were at school do you remember English classes being any different to classes in other subjects? In what way(s)
Did you like it? How did it make you feel about other subjects?
2. What made you decide to come to CETT? Had you heard anything about it before you came? Why study English?

B. At CETT

3. Did you find the attitude to education, knowledge, learning any different at CETT to what it had been at secondary school?
4. Did you find the way classes were given at CETT any different to the way that they were run at secondary school? Were you confident about your oral English when you came to CETT? Did you like the fact that you were **expected** to speak during many of the CETT classes.?
5. Do you feel that being in a separate building was an advantage, disadvantage or both?
6. Have you personally ever heard any 5yr staff or Ss being rude about the 3 yr programme?
7. Who did you feel managed and led CETT?
8. Do you feel CETT teachers practised what they preached as regards methodology and classroom behaviour?
9. Did you feel the CETT training worked in practice when you were doing your TP?
10. When you did your TP did you notice any change in schools, especially English classes, from when you had been a pupil?
11. Are there any ways in which the 3 years that you spent at CETT could have been made more worthwhile?
12. Did you feel it made a difference having native speakers working at CETT?
Could CETT have happened in the same way without them
Which skills that NS brought with them do you feel were most useful?
13. Do you feel you learned much during your TP? Was what you learned affected by the length of the TP?
14. Do you think that having supervisors who had been trained at CETT made any difference to your TP?

15. Do you have any idea of how CETT training is perceived by schools and teachers in Debrecen?

C. The 5 Yr Programme

18. What was your main motivation for joining the 5yr programme?
19. Did you expect it to be different in any way from CETT? Has it proved to be so? in terms of teaching style, amount of work, quality of teaching and fellow students, attitudes to education, knowledge and learning? What are the main strengths and weaknesses?
20. Has it changed your view of CETT in any way?

APPENDIX 10B

EX CETT TEACHERS INTERVIEWS V3

A. Before CETT

1. When you were at school do you remember English classes being any different to classes in other subjects? In what way(s)
Did you like it? How did it make you feel about other subjects?
2. What made you decide to come to CETT? Had you heard anything about it before you came? Why study English? Did you plan to teach?

B. At CETT

3. Were you and your classmates open to the meeting different ideas about education, knowledge, learning when you came to CETT? Did you in fact meet any such differences at CETT?
4. Were you confident about your oral English when you came to CETT? Did you like the fact that you were expected to speak during many of the CETT classes.?
5. Do you feel that being in a separate building was an advantage, disadvantage or both?
6. Have you personally ever heard any 5yr staff or Ss being rude about the 3 yr programme?
7. Who did you feel managed and led CETT?
8. Do you feel CETT teachers practised what they preached as regards methodology and classroom behaviour?
9. Did you feel the CETT training worked in practice when you were doing your TP?
10. When you did your TP did you notice any change in schools, especially English classes, from when you had been a pupil?
11. Are there any ways in which the 3 years that you spent at CETT could have been made more worthwhile?
12. Did you feel it made a difference having native speakers working at CETT?
Could CETT have happened in the same way without them
Which skills that NS brought with them do you feel were most useful?
13. Do you feel you learned much during your TP? Was what you learned affected by the length of the TP? Was TP realistic?
14. Do you think that having supervisors who had been trained at CETT made any difference to your TP?

15. Do you have any idea of how CETT training is perceived by schools and teachers in Debrecen?
16. Do you feel that your ideas about education, knowledge and learning have been changed at all by your experiences at CETT?

C. At School

17. Is there anything about English classes in the school where you teach that makes them different in any way(s) from classes in other subjects?
Are any differences positive or negative- for you, the pupils, teachers of other subjects?
18. Do you feel that you are able to teach in the way(s) in which you were trained at CETT? Always, usually, often, sometimes, rarely, never?
Has anyone ever tried to make you change the way you teach? Do your students feel English classes are 'serious'? What is Ss attitude to Language learning?
19. Do you feel that the way you teach is different in any way(s) from the other English teachers at your school?
20. Have you ever had any direct or indirect feedback on your teaching from the principal, colleagues, pupils, parents?
21. Do you think that the fact that pupils study Hungarian grammar at school affects the way they perceive 'language' and how it should be taught and learned?
22. Do English teachers have more 'professional identity' in Hungary than teachers of other subjects?
23. Have you ever gone through a 'disillusioned' phase in your teaching? When you felt that the methods in which you had been trained just 'wouldn't work in Hungary'?
24. Have you ever had pupils who have found it hard to adapt to the way that you teach? What you expect from pupils? The way you test and grade?
25. How would you describe your language teaching method?
26. How much (netto) would you regard as a fair salary for a teacher who wanted to treat teaching as a full-time job?

APPENDIX 11

RETIRED CETT STUDENT QUESTIONNAIRE

Dear exCETTer,

You probably remember giving out questionnaires to pupils and/or fellow-trainees and/or Teachers when you did your dissertation....Now I'm doing a dissertation myself and am asking for your help.

As one of only a couple of hundred ex CETTers you are part of quite a select group of Hungarian university students. As the 3 year programme draws to a close, we are trying to find out more about what it has actually achieved during its existence.

I would be very grateful if you would make the time to complete this questionnaire as thoughtfully and honestly as possible and return it to me at CETT in the enclosed envelope by March 25th 1997. (Feel free to write anywhere on the sheet or to add sheets if you get really enthusiastic)

Please circle ONE answer for each YES / NO question and follow the instructions for the other questions

I really appreciate your help. Thanks. Martin

1. Name (optional).....

Years at CETT 199..... to 199.....

2. Where, what & who are you now?

(Circle one only- please give any extra information that is asked for)

a) Teaching in the State education system:

Primary school Szakkozep Gimnasium

b) Teaching at a private language school

c) Studying (What? Where?)_____

d) Working using English in some other way (How?)_____

e) Working where you do not need your language skills

Where? What?)_____

f) Doing something completely different (What?)_____

**IF YOU ARE NOT TEACHING IN A STATE SCHOOL NOW, PLEASE
ANSWER THE FOLLOWING QUESTION**

Did you *ever* have any intention of becoming a teacher after leaving CETT?

YES / NO

If YES: What stopped you?

EVERYBODY PLEASE ANSWER QS 3-13

3. When you were at secondary school do you remember English classes being any different from your classes in any other subject? YES / NO

If YES: How were they different?

4. Why did you come to study at CETT? (Circle the most important reason)

- a) Because you wanted to do a 3 year single major teacher training course
- b) Because you wanted to study English as a 3 year single major
- b) Because you didn't get into the 5 year course at KLTE
- c) For another reason (Please explain)

5. What did you know about CETT before you came? (Please be frank)

6. Overall was the fact that CETT was situated some distance from the main university buildings

A DISADVANTAGE ?

AN ADVANTAGE?

(Circle one)

IN WHAT WAY(S)?

7. Do you feel that you benefitted from the LP classes at CETT? YES / NO

IF YES: IN WHAT WAY(S)?

IF NO: WHY NOT?

8. How many Native speakers do you remember being taught by?.....

Do you feel this was important in any way? YES / NO

IF YES: IN WHAT WAY(S)?

9. Do you feel that most teachers at CETT practised what they preached, i.e. taught and behaved in ways that were similar to the ways that were suggested to you in the Methodology and Elective classes? (CIRCLE ONE)

Always_____Usually_____Rarely_____Never

In what obvious way(s) did they fail to do so? What do you think was the reason for this?

How did any inconsistencies make you feel about Methodology?

10. Do you feel you learned anything extra from having to do a classroom-based dissertation rather than a book-based one? YES / NO

IF YES: What?

**11. In retrospect, what is the SINGLE MOST IMPORTANT THING that
a) you gained from your education at CETT? (Please be honest)**

b) would have made your education more useful to you

**11. Do you feel that your ideas about what an ENGLISH LANGUAGE TEACHER
should be like, changed at all as a result of studying at CETT? YES / NO**

If YES: IN WHAT WAY(S)?

If NO: (Please circle one) Is this

a) because you agree with the traditional Hungarian approach to training language teachers

b) You feel CETT trained fairly traditional Hungarian language teachers

c) for some other reason (please explain)

**13. Do you feel that your understanding of what is meant by terms like
'EDUCATION' 'KNOWLEDGE' , 'LEARNING' & 'TEACHING' has changed at
all as a result of studying at CETT? YES / NO**

If YES: IN WHAT WAY(S)?

**14. Did you personally ever hear 5 year teachers or SS make negative remarks about
three year programmes like the one at CETT? YES / NO**

If YES: Teacher or SS? What sort of remarks?

PLEASE ONLY ANSWER THESE QUESTIONS IF YOU CARRIED ON TO A FIVE YEAR UNIVERSITY COURSE

1. Was your most important reason for joining the 5 year course

- a) Because you wanted to get a UNIVERSITY degree for extra money and status?
- b) Because you really enjoyed studying literature or linguistics?
- c) Because you just wanted to continue being a Student? (CIRCLE ONE)
- d) Some other reason (Please explain)

2. Did you find any differences in attitudes to education during your experiences on the 5 year and 3 year programmes? YES / NO

If YES: What were the most important differences?

PLEASE ONLY ANSWER THESE QUESTIONS IF YOU TEACH IN THE STATE SYSTEM NOW

1. Do you feel that you can/ want to teach in the way(s) in which you were trained at CETT?

Usually_____Often_____Rarely_____Never (Circle one)

If “Usually/Often”: Which aspect(s) of your training have you found most useful/applicable and which least useful/relevant in the Hungarian context?

If “Rarely/Never”: What are three most important factors that make it difficult or impossible to do so?

2. Do you feel that English language classes in the school where you teach are different in any way from classes in other subjects? YES / NO

If YES: In what way(s)?

Do SS notice? Is this a positive or negative thing?

Do other subject teachers notice? Is this a positive or negative thing?

3. Do your fellow English teachers teach in what you would call a “communicative” way? YES / NO

If NO: How would you characterise their teaching?

APPENDIX 12

THIRD YEAR QUESTIONNAIRE

This questionnaire is part of the research for my PhD

Please answer the following questions as fully and honestly as possible

For the YES/NO questions please circle one answer.

For other questions please follow the instructions given.

Many Thanks. Martin

1. When you were at secondary school were there any differences between your English lessons and your lessons in other subjects? **YES / NO**

IF YES: How were English lessons different

Do you notice any changes in English classes now that you are back in school doing TP?

YES / NO

IF YES: What changes? Are they more/less different from other classes?

2. When you were studying English in LP classes at CETT, how important were the tasks and activities listed below in helping you:

a) make progress in learning English?

b) get good LP grades for English?

*(Please **number the 5 that were most important to you on the dotted lines next to each statement below** - 1 = most important)*

Important for

Grades Progress.

..... -Successfully learning vocabulary lists by heart

..... -Completing written grammar exercises correctly

..... -Pronouncing English correctly

..... -Successfully doing "controlled" oral activities to practise a specific structure

..... -Successfully doing "free" oral activities, using all the English you

knew

--Successfully memorising and orally reproducing texts or dialogues
--Successfully understanding everyday oral English spoken by
normal people at normal speed
--Correctly answering questions on texts you read in the textbook
--Correctly answering questions on other "authentic" written texts
--Successfully writing letters in English
--Successfully writing essays/compositions in English.
--Successfully translating from English to Hungarian and Hungarian
to English.

3. Did you know anything about CETT.Debrecen before you came? **YES / NO**

IF YES: What? Where did you get your information from?

4. What made you decide to come and study at CETT? (**Circle one answer**)

- a)you wanted to do a teacher training course
- b)you wanted to do a 3 year single major English course
- c)you didn't get a place on the 5 year course
- d)other reason (Please explain)

5. Is the fact that the CETT building is some distance from the main KLTE campus an
advantage, a disadvantage or a bit of both? (**Circle one**)

ADVANTAGE

DISADVANTAGE

BOTH

Please explain your answer

6. Have you personally ever heard 5 year teachers or SS make rude remarks about 3 year programmes like the one at CETT? **YES / NO**

IF YES: Teacher or Student? What sort of remark?

7. In your opinion does it make any difference that there are several Native Speakers working at CETT? **YES / NO**

IF YES: In what way(s) does it make a difference?

8. Do you think there is any difference between being a language teacher and a teacher of any other subject? **YES / NO**

IF YES: What difference(s) are there?

9. Please tick ✓ any of the statements below **THAT YOU BELIEVE ARE TRUE**

- a) The purpose of education is to get more knowledge
- b) The more years university education you have, the better educated you are
- c) The more knowledge you have the more facts you know.
- d) Students learn best through memorising facts
- e) Good teachers are born not made
- f) Teachers who know all about their subject are always good teachers
- g) Students do not attend school to enjoy themselves
- h) Students do not attend university to enjoy themselves
- i) Teachers always know best what students need
- j) The teacher's main job is to pass facts on to students and make sure they memorise them.

- k) To show you have learned and understood a subject you should be able to repeat the facts that you have been taught to the teacher, orally or in writing
- l) The more knowledge you have, the more you can use what you know to understand the world in which you live
- m) To show you have learned and understood a subject you should be able to discuss your own ideas about what you have been taught, orally or in writing
- n) Students learn best through being encouraged to discuss their own ideas and opinions of what is being taught
- o) It is necessary to memorise a lot of facts, in order to pass examinations
- p) The teacher's main job is to discuss facts and ideas with students so that they can develop their own opinions.
- q) It is necessary to be able to use knowledge of facts and opinions to support one's own ideas, in order to pass examinations.

10 Have your ideas about what an English language teacher should be like changed at all as a result of your time at CETT? **YES / NO**

IF YES: How? In terms of the skills a language teacher should have?

In terms of personal characteristics?

11. Has your idea of what **EDUCATION** should be like changed at all during your time at CETT? **YES / NO**

IF YES: In what way(s)

12. Do you feel that CETT STAFF practised what they preached ie: taught and behaved in ways that were similar to what was suggested in Methodology classes? (Circle one)

Usually _____ ***Often*** _____ ***Rarely*** _____ ***Never***

In what obvious ways did they not do so? Why do you think this was?

13. Do you feel there have been any differences between CETT-Based courses (LP, Methodology, Electives, Classroom Studies) and University based courses (Literature-Pedagogy-History etc) in terms of any of the aspects below

(Please ✓ all aspects that you feel were different)

- a) The frequency with which you were tested
- b) The way in which you were tested
- c) The extent to which you had to work out answers for yourself
- d) The classroom atmosphere
- e) The opportunities to express and discuss your own opinions
- f) The emphasis on learning facts
- g) The emphasis on understanding and applying ideas
- h) The amount of in-class participation expected from you
- i) The teaching methods used

Please comment briefly on each you have ticked

14. Do you feel that the Methodology training you received, prepared you for the realities of teaching English in Hungarian classrooms? **YES / NO**

IF YES: What parts of your training have you found most useful in TP?

IF NO: What aspects of the classroom reality make it difficult to use the methods that have been suggested?

15. What do you expect to do when you leave? **(Please ✓ ONE)**

- a) Become a Primary or secondary school teacher
- b) enter the English 5 year course at KLTE or somewhere else

c)study another subject (What?)_____

d)Find another job where you can use your English(Any ideas?)_____

e)Something else (Like what?)_____

IF YOU DO NOT INTEND TO TEACH

16. Would you be likely to teach if the pay/conditions were better?

YES / NO

IF YES: What would you consider a reasonable salary for a newly- qualified teacher? (Be realistic?) _____ HUF per month

What other things could the government do to make teaching more attractive to university graduates?

APPENDIX 13

FIRST YEAR QUESTIONNAIRE

This questionnaire is part of the research for my PhD

Please answer the following questions as fully and honestly as possible

For the YES/NO questions please circle one answer.

For other questions please follow the instructions given.

Many Thanks. Martin

-
1. When you were at secondary school were there any differences between your English lessons and your lessons in other subjects? **YES / NO**

IF YES: How were English lessons different

2. When you were studying English at SECONDARY SCHOOL, how important were the tasks and activities listed below in helping you:

a) make progress in learning English:

b) get good grades for English

*(Please **number the 5 that were most important to you** on the dotted lines next to each statement below - 1 = most important)*

Important for

Grades Progress.

- | | |
|-------|--|
| |-Successfully learning vocabulary lists by heart |
| |-Completing written grammar exercises correctly |
| |-Pronouncing English correctly |
| |-Successfully doing "controlled" oral activities to practise a specific structure |
| |-Successfully doing "free" oral activities, using all the English you knew |
| |-Successfully memorising and orally reproducing texts or dialogues |
| |-Successfully understanding everyday oral English spoken by normal people at normal speed |
| |-Correctly answering questions on texts you read in the textbook |
| |-Correctly answering questions on other "authentic" written texts |

- -Successfully writing letters in English
- -Successfully writing essays/compositions in English.
- -Successfully translating from English to Hungarian and Hungarian to English.

3. Did you know anything about CETT.Debrecen before you came? **YES / NO**

IF YES: What? Where did you get your information from?

4. What made you decide to come and study at CETT? **(Circle one answer)**

- a) you wanted to do a teacher training course
- b) you wanted to do a 3 year single major English course
- c) you didn't get a place on the 5 year course
- d) other reason (Please explain)

5. Is the fact that the CETT building is some distance from the main KLTE campus an advantage, a disadvantage or a bit of both? **(Circle one)**

ADVANTAGE

DISADVANTAGE

BOTH

Please explain your answer

6. Are the LP classes at CETT any different in any way from the language classes that you had at secondary school? **YES / NO**

IF YES: In what way(s) are they different? Positive or negative differences?

7. In your opinion does it make any difference that there are several Native Speakers working at CETT? **YES / NO**

IF YES: In what way(s) does it make a difference?

8. Do you think there is any difference between being a language teacher and a teacher of any other subject? **YES / NO**

IF YES: What difference(s) are there?

9. Please tick ✓ the statement in each pair **THAT YOU BELIEVE IS TRUE**

a) Gaining knowledge means learning facts.

Gaining knowledge means developing skills that help us understand the world

b) Students learn best through memorising facts

Students learn best through being encouraged to think about and discuss their own ideas and opinions in class

c) Good teachers are born not made

Good teachers need to be trained

d) Teachers who know all the facts about their subject are always good teachers

Good teachers need to know more than just the facts about their subject.

e) Education is supposed to be serious, hard work

Education should be enjoyable

f) Teachers always know best what students need

Students and teachers should both be involved in deciding what SS need

g) The main job of a teacher is to pass on facts to SS and make sure they memorise them

The teacher's main job is to introduce facts and ideas to students so that they can develop their own opinions

h) The best way of testing what has been learned is to ask students to repeat the facts they have been taught, orally or in writing.

The best way of testing what has been learned is to ask students to discuss their own ideas about what they have been taught, orally or in writing

i) Teacher-Student relationships should always be formal and hierarchical

Now please tick ✓ any statements below that **YOU BELIEVE ARE TRUE**

10. Do you think you are likely to teach in a Primary or Secondary school in the future? (Please be honest) **YES / NO**

IF YES: What would you consider a reasonable salary for a newly-qualified teacher? (Be realistic?) _____ HUF per month

APPENDIX 14

COT QUESTIONNAIRE

Dear colleague

I know that by this stage of the year you must have had a bellyful of questionnaires from the SS, so I apologise for adding one more.

I am doing my PhD dissertation on the 3 yr programmes in Hungary with particular reference to CETT Debrecen. I am looking at the processes we went through when establishing them, the factors that helped and hindered their development and the effects (direct and indirect) that they have had on Language Teacher Education.

Since you have been an integral part of what we have been trying to achieve, I could not really claim to have a full picture without trying to get some idea of what you feel about the whole experience.

I would be very grateful if some time in the next couple of weeks you could find the time to answer the questions below and return the questionnaire to me in the stamped envelope provided. We know that we are not/have not been perfect, so please feel free to be critical, if and when you think criticism is deserved.

If you wish to remain A.Nonymous, please do. If not could you indicate next to your name if it would be OK if I contacted you if I wanted to follow any of your answers up.

Many Thanks. Martin Wedell

<p><i>For YES / NO questions please circle one and then answer the questions as requested. Feel free to write in note form.</i></p>
--

Section A. General Background

1. Name _____

Would you mind if I contacted you if I wanted to follow any of your answers up more fully? YES / NO (Please circle one)

2. What year did you start teaching? _____

3. Did you graduate from a 5yr course 4 yr course (Please circle one)

4. How long was your teaching practice?(number of hours over how many weeks?)What memories, if any, do you have of it?

5. Did you receive any methodology training before you graduated? YES / NO
IF YES: What form did it take?

6. Do you think language teacher education has changed significantly in the years since you graduated? YES / NO
IF YES: HOW

7. It is often said that the Hungarian education system follows the 'Prussian model'. Do you agree with this statement? YES / NO
IF YES: what is the 'Prussian model' and what is its effect on education generally/language education in particular?
IF NO: why do you think the term is so commonly used?

8. Are English classes in your school different in any way from classes in other subjects? YES / NO

IF YES: In what way(s)? What is the effect on pupils? How do teachers of other subjects view this?

9. Do you feel that in Hungary English teachers are different in any way from teachers of other languages/subjects? YES / NO

IF YES: In what way(s)? Why is this?

10. Would you say that most of the English teachers in your school teach in a broadly communicative way YES / NO

IF NO: Why do you think this is?

B. COT Training

11. What motivated you to become a COT?

12. Do you feel that the COT training you have received has been appropriate for the Hungarian educational context? YES / NO

IF NO: In what way(s) has it been inappropriate?

IF YES: What aspects of the training have you found most useful?

13. Has the on-going contact, via regular meetings between COTs and CETT Outreach staff, been useful to you? YES / NO

IF YES: In what way(s)

14. Do you feel there are any differences between the way(s) that you supervise CETT SS and the supervision that you received as a trainee doing teaching practice? YES / NO

IF YES: what are these differences?

15. If you could receive any further training, what form would it take and what would you hope to gain from it?

C. CETT: The Trainees, The Staff And The Institution

16. What in your opinion are the main strengths and weaknesses of the training given to CETT SS?

17. Do you feel trainees gain anything relevant to their training as teachers by having such an extended TP? YES / NO

IF YES: what do they gain?

IF NO: How long should TP be and how should the rest of the time be spent?

18. Do you feel you have learned anything from your contact with trainees?

YES / NO

IF YES: what?

19. How have you felt about the TP visits to schools by CETT staff during TP periods?
Have they been realistic? Helpful?

20. Have you ever felt it is has been harmful to your pupils to have been taught by trainees for such a long period? YES / NO

IF YES: In what way(s)?

21. Is there anything that you feel CETT could have done better in its attempt to train good language Teachers? YES / NO
IF YES: what?

22. Do you think that the existence of 3 year programmes generally (and CETT Debrecen in particular) has affected language teaching or language teacher education in any way? YES / NO
IF YES: How?

23. How do you feel about the ending of three year programmes in 1999?

24. Are there any factors that you feel make it particularly difficult for a teacher to teach 'communicatively' in today's Hungarian schools?

APPENDIX 15

CONTRACTEE QUESTIONNAIRE (HUNGARY)

As you will see most of the questions that follow are Open Qs. Please complete them as fully/briefly as you have time and inclination for. Note form will be fine if that is quicker for you. Whatever you end up with will be much appreciated.

NAME.....When was your post first established? 19...

HOW LONG HAVE YOU SPENT WORKING

- a) On BC/ODA ELT 'Projects' anywhere in the world.....
- b) On BC ELT 'Projects' in Hungary.....
- c) On BC ELT 'Projects' in any other countries in East and Central Europe (please specify countries)

All questions that follow refer to your current post in Hungary

For YES / NO Qs please circle one

1. Was the job different in any way from what you had imagined on the basis of the advertisement, interview and briefing? YES / NO

If YES: In what way(s)

2. How long did it take you to feel fully effective in the job you do?.....

3. Could anything have been done to make you effective more quickly

YES / NO

If YES: What could have been done? By who?

4. What professional skills, that were not present previously, do you feel that you, (or other BC contractees before you), have brought to the job?

5. Are there any other professional skills that you have had to develop (or that you wish you had) since starting the job? YES / NO

If YES: What are these? Were they foreseeable? Could you have received prior training in these?

6. What do you see as your main role in your current job?

7. As a BC contractee, do you feel part of a global or a local organisation? What do you see as the aims of the organisation?

8. How do those Hungarian colleagues with whom you work most closely see your role?

9. How does the wider institution within which you work- College, Pedagogical Institute, University, see your role?

10. How does the BC in Budapest see your role?

11. Have any of these perceptions of your role (Qs 6-9) changed during the time that you have had your present job?. YES / NO

If YES: How have they changed?

12. Given that , hopefully, much of the original professional expertise that we brought to our jobs has now been shared with some of our Hungarian colleagues, what might our (contractees') future role be?

13. Has your work been affected in any important way by differences of interpretation of concepts like 'education', 'knowledge' and 'learning' between yourself and your Hungarian colleagues? YES / NO

IF YES: How?

14. Has your work been affected in any important way by different approaches to management , communication , future planning between you and your Hungarian colleagues YES / NO

IF YES: How?

15. Are you satisfied with the level/type of contact and cooperation that there as been between those participating in your project in different parts of Hungary? Contact with similar projects in other countries? YES / NO

IF NO: Why not? What could/should have been done differently?

16. Are you satisfied with the level/type of contact and cooperation that there has been between your project and the other parallel BC projects operating in Hungary?

YES / NO

IF NO: Why not? What could/ should have been done differently?

17. Do you have any concrete information about what the outcomes of your project have been? YES / NO

If YES: From what sources?

If NO: Do you feel a more formal evaluation would be useful? YES / NO

If YES: Why? What would you wish to evaluate? Who should carry out the evaluation?

Professional external evaluators, local participants or both?

18. Compared to when we arrived, we now have more understanding of /knowledge about the local context in which we work. Has any interest ever been shown in your knowledge / understanding by local or global BC management?

YES / NO

If YES: By who, for what purposes?

If NO: Do you feel such knowledge/understanding could be useful to the BC in any way?

YES / NO

If YES: What value, to who, for what?

19. How long was your original contract?.....

Has it ever been extended? YES / NO

If YES: For how long at a time? Was the extension contingent on some further change taking place?

20. Has the length of your contract (s) Had any effect on your personal or professional effectiveness ? YES / NO

IF YES: what has/have the effect(s) been?

21. Do you feel satisfied with the professional support provided for/ interest shown in, your project by BC management in Budapest and/or Manchester?

YES / NO

IF NO: How could it have been improved?

22. Do you feel satisfied with the channels that exist between yourself and BC Budapest/Manchester for dealing with any personal problems that might arise?

YES / NO

If NO: How might they be improved?

23. What, within your immediate professional context, has changed as a result of your presence in your institution or region?

24. If you have worked on other BC/ODA projects, do have any comments on any differences you have noticed between your job here and elsewhere, in terms of, for example, BC and / or local, levels of expectation and support?

HUNGARY

ELTSUP: ENGLISH LANGUAGE TEACHING SUPPLY PROJECT

PROJECT DURATION: 3 YEARS 1991/92 - 1994/95

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT AND VALUE	HOW INDICATORS CAN BE QUANTIFIED/ASSESSED	ASSUMPTIONS/RISKS/CONDITIONS
Wider Objectives			
1. To assist GOH to meet increased demand for/qualified EL teachers in all primary and secondary schools, thereby providing access to English language teaching for students at this level.	<ul style="list-style-type: none"> - Number of qualified teachers of English in state schools increases by 1994/95 - Increase in numbers of students studying English in the 10-18 age range. - Increase in number of school students passing state/international exams in English 	<ul style="list-style-type: none"> - GOH/NCFT statistics - Tracer studies of teachers trained under the project - GOH statistics - Examinations records (GOH and international examining bodies) 	<ul style="list-style-type: none"> - GOH commitment to the teaching of English in schools remains an educational priority - Baseline data is reliable - Sufficient incentives to sit examinations in English exist within the school system
Immediate Objectives			
1. To provide shorter, more practically-oriented programmes to complement existing 4/5 year English teacher education, and to accelerate the supply of qualified teachers to the school sector.	<ul style="list-style-type: none"> - New 3 year programme designed and introduced to schedule with first output of trained teacher in 1993. - New programme includes classroom-based practical elements 	<ul style="list-style-type: none"> - Project progress reports - Reports from Assistant Director/Curriculum Adviser - Project Progress reports etc 	<ul style="list-style-type: none"> - GOH endorses rationale of practically-oriented teacher training - New courses approved by certifying authorities and employers - Suitable premises identified and allocated
2. To assist in the development of a new programme in a network of 9 regional Institutes of Foreign Languages with the capacity to provide the programmes in 1.	<ul style="list-style-type: none"> - Programmes running and functioning to schedule: Budapest in 1990, Pecs, Szeged and Debrecen and Veszprem in 1991 incorporating 4 TTCs from 1992 	<ul style="list-style-type: none"> - Statistics produced by institutions and GOH - Tracer studies of graduates 	<ul style="list-style-type: none"> - Suitable staff for IFLs can be recruited and retained for programmes - Incentives are adequate to attract suitable trainee teachers of English and retain them in the school system on qualifying.
3. To increase pre-service teacher training intake and output of teachers to schools	<ul style="list-style-type: none"> - Number of trainees who successfully complete programme, and percent working in state school sector 		

PROJECT STRUCTURE	INDICATORS OF ACHIEVEMENT AND VALUE	HOW INDICATORS CAN BE QUANTIFIED/ASSESSED	ASSUMPTIONS/RISKS/ CONDITIONS
4. To establish an ongoing programme of in-country staff development at the institute	<ul style="list-style-type: none"> - Number of seminars/workshops successfully run 	<ul style="list-style-type: none"> - Project progress reports - Training/Outreach Co-ordinators' reports 	<ul style="list-style-type: none"> - GOH funds available for local travel/subsistence for participants
5. To assist in the training of teacher trainers/supervisors in the capital and provinces	<ul style="list-style-type: none"> - Number of staff "upgraded" to the level of trainer/supervisor through the project. 	<ul style="list-style-type: none"> - Project progress reports 	<ul style="list-style-type: none"> - GOH funds available for creation of trainer/supervisor posts and incentives sufficient to attract suitable candidates.

PROJECT OUTPUTS	HOW OUTPUTS CAN BE QUANTIFIED/ ASSESSED	ASSUMPTIONS AND CONDITIONS
<p>By the end of the first phase (1993.94):</p> <ol style="list-style-type: none"> 100 school teachers of English trained on pre-service diploma course Intake levels at the 9 institutions reach 400 by 1992 4 Hungarian staff receive and assume senior positions Professional links established between TTCs and appropriate UK institutions. 32 institution staff receive trainer/training/supervisor training in the UK by September 1993. 	<ul style="list-style-type: none"> Institution statistics Project progress and evaluation reports 	<ul style="list-style-type: none"> Sufficient incentives exist to attract trainees of adequate calibre Demand for English remains constant Suitable Hungarian staff identified and released for training. Suitable UK institutions identified and willing to participate in project
<p>PROJECT INPUTS</p> <ol style="list-style-type: none"> 9 Assistant Directors/Curriculum Advisers on 2 year contracts 5 Grade 4 Training Outreach Co-ordinators on 2 year contracts 3 x 2 weeks consultancy from UK pa for 3 years Books, materials and software allocation up to £24K for each of 9 institutions 70 person months training in the UK 	<ul style="list-style-type: none"> Project progress and evaluation reports 	<ul style="list-style-type: none"> Suitable UK consultants recruited and posted to schedule Each TTC has suitable premises to house and maintain resource collection Suitable staff identified and released for training

R E S O L U T I O N

The Minister of Education within the power invested in him by Point a/, Section /2/, Paragraph 8 of 41/1985 (X.5) MT decree issued for the enforcement of decree I of 1985 on education, which was modified by 53/1990 (II.21) MT decree, establishes college degree

LANGUAGE TEACHER

(English, German, French, Italian, Spanish) training courses at the universities and teacher training colleges as of May 1, 1991.

Simultaneously with the foundation of language teacher training courses, within the power invested in him by Point a/, Ssection /2/, Paragraph 8 of 41/1985 (X.5) MT decree which was modified by the 53/1990 (II.21) MT decree, as of September 1, 1991 he establishes

college degree English language teacher training courses at

Kossuth Lajos University,
Eötvös Loránd University,
Eszterházy Károly Teacher Training College,
Berzsenyi Dániel Teacher Training College,
University of Miskolc,
József Attila University,
University of Veszprém,
Janus Pannonius University,

college degree German language teacher training courses at

Eötvös Loránd University
Eszterházy Károly Teacher Training College,
Juhász Gyula Teacher Training College,
University of Miskolc,
József Attila University,

college degree French and Italian language teacher training courses at

Berzsenyi Dániel Teacher Training College and
Juhász Gyula Teacher Training College,

As of September 1, 1992/93 he launches a college degree Spanish language
teacher training course at
Janus Pannonius University.

Length of the training: 6 semesters.

In the certificates given to the participants of this training the college
degree language teacher (English, German, French, Italian, Spanish) speci-
fication will be indicated.

Budapest, May 6, 1991

Dr. Biszterszky Elemér

The free choice of languages introduced in public education in the fall of 1989, as well as the termination of Russian as the compulsory language, have significantly increased the demand towards the study of foreign languages - primarily English and German - both in primary and secondary schools.

As an effect of changes that have taken place in public education the training and employment of about 15.000 language teachers has become necessary.

I.

The already increased number of participants in teacher training courses of university and college level enable 1.200-1.300 candidates every year to start their studies. Even if the number of participants could be increased to 1.700 /year, it would take about ten years to satisfy public need. The accelerated fulfillment of this sudden need for teachers - in and outside of schools - while, at the same time bearing in mind the question of quality, raises the question of changing the structure of language teacher training.

The employment of teachers, even in the previous years, meant that the teachers - e.g. of foreign language and mathematics, music and physical education - usually only taught one of their subjects. In teacher training there is a general tendency to introduce one, or one- and a half subjects in specialized areas, where teaching the given subject takes up the compulsory number of classes.

With the need for teachers being satisfied at an accelerated rate the introduction of the single major training makes it possible to shorten the time without detriment to the technical skills.

Beside the four and five year double major teacher training, training in the single major system can be carried out in six semesters and at the same time more flexible structures can be developed, which serve the aims of the training better, while at the same time maintaining the same quality.

The main characteristics of the new language teacher course.

At present, the language teacher training diploma for the candidates studying at universities or colleges specifies the qualification specified as e.g. secondary or primary school teacher of English literature and grammar. The new type of training does not strive for this completeness: by restricting the limit of qualifications the emphasis is placed on the the preparation of language teachers and the qualification in the diploma is e.g. college degree in English language teaching.

The diploma which can be obtained in the single major training is of college degree. The time available and the restriction of qualification ensures the possibility of a kind of language teacher training which, unlike the previous, is not attached to any level or type of school.

Taking into consideration the changing school structure and the practice that employment is becoming independent of whether the teachers' diploma is university or college degree, we can assume, that a teacher who graduates in the new form of training will be able to cope with any language teaching job in any type or level of school.

Between the present-day and the new language teacher training - in addition to the single or double majors and the length of training - the main difference is that the latter, beside the theoretical studies, emphasizes practical training and considers the acquisition of the language teaching skills as its main goal.

In language teacher training, due to the modular construction of the structure of the syllabi, the training in the traditional (4 year) and 3-year college degree is open and permeable in both directions. Institutes carrying out 4-year double major and 3-year single major training can take students from one another according to their studies and examination regulations.

Modularity ensures the permeability between the university and the new type college degree training. On the other hand, language teachers with college degree diplomas will be able to acquire - as a supplementary study in a

full-time or a correspondence course - a university degree teaching foreign languages and literature, or, through university degree training will receive specialist training, not only teacher training.

When working out the syllabi and the teaching programs - through the cooperation of the departments of the universities and colleges - the equivalence of language teacher training going on in various institutions can be worked out, which is the starting point for further development and for continuing the training at university level.

From among the institutions of higher education the following wish to introduce 3 year college degree language teacher training courses in the prospectus on admissions for the year 1991:

the ELTE in English and German; the University of Veszprém in English; the Berzsenyi Dániel Teacher Training College in English, French, Italian; the Eszterházy Károly Teacher Training College in English and German; the Juhász Gyula Teacher Training College in English, French, German and Italian; and the University of Miskolc in English and German.

II.

Requirements for qualification in the language teacher course

Language teacher training can be carried out within the framework of university and college training. The diploma that can be acquired in language teacher training is of college degree, the qualification specified in the diploma: language teacher of English, French, German Italian. This qualification authorizes the language teacher to teach the foreign language at any level in any type of school.

The length of training is 6 semesters (about 1500-2000 hours).

The training includes the following topics:

1. General education

- social sciences (philosophy, sociology, cultural history etc.),
- physical education,
- possibly a second foreign language.

2. Language and grammar

- language skills: listening comprehension, speech, reading, writing, interpreting,
- grammar and linguistics: phonetics, morphology, syntax, text, phonology, semantics.

3. Culture

- literature,
- history,
- cross-cultural studies.

4. Pedagogy - language pedagogy

- pedagogy and psychology,
- applied linguistics: psycholinguistics, sociolinguistics, communication theory, information sciences,
- methodology: language teaching tendencies, procedures, microteaching, the language teaching profession.

5. Language teaching practice

- teaching practice in schools,
- training assignment (in a country of the target language).

The teaching of the subjects* of the given topics will be carried out in the form of lectures, seminars and practice sessions.

Special courses may be introduced beside the compulsory or optional basic studies within the topics.

The students will participate in teaching practice in schools and training assignments in a country of the target language in 10-15% of the training time, the time limit depending on the possibilities.

The examination duties - except for the course and state (final) exams - are regulated in the study programs of the institutions.

*The subjects listed can be rearranged between the topics and their final order will be recorded in the teaching programs of the institutions.

The students are required to sit for course exams in:

- pedagogy-psychology,
- language, linguistics,
- literature.

Students can only sit for state (final) examination if they have fulfilled the specified requirements (signatures, practical marks, oral examinations, course examinations), have finished their school practices successfully, and handed in their dissertations according to the study program.

Dissertation topics can be given in the fields of language-grammar and language pedagogy and they will be graded by the consultant and an external specialist.

During the state exam the candidate will defend his/her dissertation; they will also receive a question or statement relating to their studies which they will have to answer or discuss. Through this answer they will demonstrate their knowledge of the given topic. The questions will be taken from the topics of culture and language pedagogy related to language teaching.

Grading at the state exam will be on basis of

- the mark given for the dissertation;
- the mark for the defense of the dissertation;
- evaluation of the oral answer given for the question received.

The qualification of the language teachers' diploma includes the marks received for

- the state exam,
- the school practice,
- and the course examinations.

Budapest, May 6, 1991

Part Six TERTIARY EDUCATION

Chapter 21 Qualification Levels, Requirements for Qualification, and Syllabuses

Section 84

(1) In higher education institutions basic education, specialist further education and doctoral education may be conducted, in full-time courses and in other forms (e.g., evening courses, correspondence courses, and distance education).

(2) In basic education it shall be possible to acquire

- a) a college degree,
- b) a university degree.

(3) Colleges may conduct specialist further education, and universities may conduct specialist further education and doctoral education.

(4) Degrees acquired during college and university specialist further education all testify to specialist college and university graduation.

(5) (a) Within the framework of organized doctoral education, or on the basis of individual preparation, universities may award the doctoral (Ph.D.) degree as the highest university qualification. This degree shall testify to knowledge to a high level of a stipulated area of science, to suitability for independent research work, and to study in new findings.

(b) Within the framework of university master education organized at an university or faculty, or on the basis of individual preparation, the master degree may be awarded as the highest university qualification.

(6) For those taking part in tertiary education or further education in addition to their work, concessions (study leave, worktime concessions, covering of tuition fees and other expenses) may be given.

Section 85

(1) A college degree may, according to the requirements for qualification, be required in full-time education lasting at least three years.

(2) A university degree may, in line with the requirements for qualification, be acquired in full-time education lasting at least four years.

(3) In line with the requirements for qualification, the study time of university basic education may, in exceptional cases, exceed five years.

(4) Specialist further education shall, in line with the requirements for qualification, be, within the framework of full-time education, one year at the least and three years at the most.

(5) In other forms of education, the period of education—depending on the form of education and methods employed—shall be the same as the periods laid down in Paras. (2)-(3), or longer.

(6) In doctoral education the study time shall be three years.

(7) A college degree shall, in line with the requirements for qualification, entitle the holder to continue his or her studies at a university.

Section 86

(1) The requirements for graduation, and for specialist qualifications, obtainable in a higher education institution shall be laid down by the requirements for qualification.

(2) In basic education and in specialist further education, the requirements for qualification shall contain the definition of the aim of the education offered; the main study areas to be taught and their relative sizes; the length of education; the minimum number of classes to be attended or the corresponding level of performance to be achieved; the number of tuition units and credits prescribed for the university examination and final examination subjects; the compulsory examinations and university examinations; the system for assessing knowledge; the type and subjects of the final examination, and method of marking it; the requirements for the thesis and degree work; the level of the qualification; the qualification and the naming of the title connected with it, and, from the viewpoint of the department (field of study) other things that are pertinent.

(3) The conditions for obtaining the doctoral (Ph.D.) degree shall be established by universities in the doctoral regulations.

Section 87

(1) In basic education and in specialist further education, the detailed educational and study requirements, as well as the detailed regulations governing education, including the periods of education and the connections, and forms of cumulative assessment, as well as the knowledge to be acquired within the framework of the syllabuses and different subjects, shall be laid down by the subject programmes.

(2) In the compilation of syllabuses and subject programmes, attention must be paid to the requirements for qualification, to the practices and norms followed internationally, and to practical and professional requirements depending on the character of the branch of study.

APPENDIX 14

RECOMMENDATION 1. PROJECT MANAGEMENT

a) ELTSUP Project management resources in Hungary should be strengthened as a matter of urgency.

We have stated our view that a full-time Project Implementation Manager, reporting to ELO as Project Director, should be appointed to assume responsibility for month-by-month and week-by-week management of the Project. Ideally, the person appointed should be Hungarian and should be salaried at a level sufficient to establish standing in the eyes of the Ministry and the institutions.

This appointment should be made forthwith and the Council should see it as a condition of the continuation of ELTSUP to 31.08.94.

A draft job description is annexed,

b) The Council should review its internal strategies for Project management overall.

We identify a need for the Council to examine the role of its various Divisions in the management of projects. We believe that there is a need for a tighter organisation of roles within the Council.

Particular attention needs to be given, as a matter of urgency, for deficiencies in current arrangements for the briefing of appointees prior to departure.

c) The Council should initiate appropriate training for Project managers in the field.

Council Officers with Project management responsibilities need to be given training in the setting up of Project goals and mechanisms, in establishing participant involvement, in developing advisory and decision-making structures and in the uses of Information Technology as decision support tools (as distinct from reporting and accounting tools). In addition, Project appointees need training in Project management and monitoring, in team building and achieving sustainable development, and in innovation in cross-cultural contexts. The Council should take urgent steps to make appropriate training available and to buy in expertise if necessary. Such training should form part of staff development plans, which need to be drawn up in the context of institutional plans and implementation strategies (see Recommendations 3 and 5 below).

RECOMMENDATION 2. PROJECT GOALS

The Council should initiate an immediate review, by all partners, of Project goals.

We have indicated our view that the goals of ELTSUP need to be re-stated with the view (a) to loosening the link with the three-year qualification and (b) to the incorporation of wider strategies for development. Experience at the final Workshop held during our stay indicates that partners are ready to engage with such a re-statement. We regard this as an important step towards establishing Hungarian ownership of the Project. Annex 2 contains an illustrative draft from that Workshop.

RECOMMENDATION 3. PROJECT STRATEGIES

a) The Council should ensure that formal agreements, binding upon all partners, are drawn up to safeguard Project objectives.

It is a weakness of the present situation that no working agreements exist between the partners. These should be drawn up within a period of not more than three months. They should specify, to the

Ministry and to institutions, the *conditionality* of BC support. In other words, the Council should make clear that it can not agree to further support to an institution beyond existing contracts unless and until acceptable agreements have been developed. With respect to the Ministry this agreement should specify exactly the nature of the inputs provided by each side, and would serve as a guide to the Project for the monitoring of the disbursement of Project-related funds at an institutional level. With respect to individual institutions the agreement would specify the disbursement of MoE earmarked funds to the Project, the role and job descriptions of BC appointees or BC funded functions within institutions, and the safeguarding of BC supplied resources (see Recommendations 3 and 5 below).

A strategy needs to be developed in each institution for the integration of the 3 year programme into regular degree programmes, to preserve the content and quality of the curricula that have been developed whilst taking account of the needs and resources of departments. In particular, plans need to be developed for the future integration of CETTs where these exist. In addition, staff development plans are needed to ensure the implementation of the institutional strategies, to identify topics for Project training, and to enable the elaboration of an implementation plan, including the necessary budgets.

In association with such institutional plans, each institution should prepare a written statement of how it proposes to continue to be involved in the ELTSUP project. This document should be drawn up within the context, and in order to achieve, the objectives of the revised Project Framework. It should include a specification of how funds provided by the Ministry have been made available to the Project, and will be made available in the future, in accordance with Ministry guidelines. It should indicate in what way the Project's objectives will be implemented within the institution (3, 4 or 5 year degree programme), what changes are in place or planned to the curricula, including teaching practice and the training of TP supervisors, and the draft proposed job descriptions of ELTSUP funded posts. It should indicate existing and projected staffing levels for programmes associated with the Project, the existence and management of library and other Project funded resources. This document will be subject to negotiation and agreement with the British Council.

We recommend that no contract for staff be renewed or created without a satisfactory agreement along the above lines between the British Council and the institution concerned.

b) The Council should establish a Project Management Board (PMB) involving all interested parties, reporting to BC and the Ministry, which will ensure regular discussion and monitoring of Project development.

It is important to establish full Hungarian participation in, and shared ownership of, the ELTSUP Project. A formal Project Management Board, with representatives of GoH, the institutions, the Council and Council appointees, should be established to provide overall guidance to the Project. These representatives might be elected and rotated on an annual basis, and we suggest the PMB's composition in the following proportions: Ministry: 1; TTCs: 2; Universities: 2; Appointees: 2; British Council: 2; Secretary: PIM.

The PMB should report to the Council and to the Ministry and should have the power to make recommendations to either body. The Chair should be Hungarian. *The PMB should be set up before 31.12.93* and should meet at regular, perhaps bi-monthly, intervals thereafter. It should have the power and the resources to commission studies and reports. It is recognised that changes in the Project Framework will become necessary on an ongoing basis as circumstances change. The PMB should discuss and record such changes. The PMB should also have a monitoring role, not only in adjusting Project documentation, but also in the implementation and evaluation of the Project aims, strategies and plans. It should be noted that the PMB would not take over the role of the existing ELTSUP meetings of all appointees and Hungarian Directors. The need for such meetings would continue, although possibly on a less regular basis, and their terms of reference would need to be adjusted in light of the creation of the PMB.

c) The Council should ensure that Project targets are identified in terms of outcomes statements, rigorously adhered to.

The Council should invite the PMB, at one of its first meetings, to review and where necessary re-draft the present Project Framework. Clear outcomes targets should be established. Institutions should be expected to report to the PMB, which will monitor the achievement of agreed targets.

RECOMMENDATION 4. PROJECT ISSUES

a) The Council should invite the PMB to keep under constant review the development of the three-year degree and report upon alternative course structures within which ELTSUP goals (see 2 above) may be implemented.

The role of the three-year degree in Hungarian teacher education is at present central to the Project. It should be a central part of the PMB's task to keep this under review, and to report to the Council on alternative strategies for achievement of the aims of ELTSUP.

b) The Council should ask the PMB to devise a plan, based upon ELTSUP experience and for presentation to the Ministry, for a national scheme of professional development for teachers through award-bearing in-service courses.

It is our belief that ELTSUP experience points to in-service training as an essential way ahead for Hungarian teacher education and Hungarian schools. The Council should support the PMB in acting as an advisory body to the Ministry in this area. Formal recognition and accreditation is needed for COT training. In the TTCs, much more attention needs to be paid to developing the Teaching Practice element of the degree course, and to the training of supervisors. This may usefully proceed on the basis of regional collaboration (Debrecen and Niyeregyhaza, Budapest and Eger, Szeged TTC and University, with consequent adjustments to the job descriptions of the contractees). However, it may be necessary to consider the establishment of Outreach Coordinator posts (along the lines of the universities and TTC Szombathely) at Eger and Niyeregyhaza.

c) The Council should similarly ask the PMB to devise a plan for the professional development of University and College trainers.

Opportunities for professional development for University and College trainers should be created to take account of the changing institutional basis of teacher education. The PMB should be invited to make recommendations in this area. Such professional development proposals should take account of the need for Masters and Doctoral level training and the lack of suitable provision for this in Applied Linguistics in Hungary.

d) On the basis of its evaluation of outcomes under a - c above, the Council may invite the PMB to draft proposals for BC support beyond 31.08.96.

At this stage (October 1993) it is not possible to predict the ways in which the ELTSUP PMB may develop its role by even as early a date as 31.08.94. If the PMB functions effectively however - and we see no reason to think that it should not - it may have as a prime function the giving of steer to BC in respect of possible funding strategies beyond 1996. It will need to be understood, however, that the Council will properly wish to retain its discretion in this area.

RECOMMENDATION 5. PROJECT RESOURCES

a) Agreements established with participating institutions should state clearly the conditionality of resource funding for materials.

We have referred above to the need to establish agreements generally with participating institutions. We signal specifically the need to establish that the provision of materials resources under ELTSUP is conditional upon institutions' releasing earmarked Ministry funds for support posts for teachers, administrators and librarians. No further materials or resources should be made available from the BC unless and until the institution has released such funds, under the terms of the institutional agreement in Recommendations 3a above and 5b below.

b) Agreements should similarly establish the role of BC appointees within institutions.

We are concerned that there still exists some ambiguity about the role of BC appointees in institutions and that there is a possibly serious mis-match between BC expectations and institutional expectations. These expectations need to be clearly matched and stated in formal agreements, and there should be conditionality attached to them. By this we mean that the finalisation of appropriate formal agreements which would clarify the role of BC appointees should be a condition to be met before the BC provides any further appointees or extends existing contracts.

c) The Council should invite the PMB to suggest, not later than 31.08.94, alternative strategies for utilisation of Project funding during 1994-96 and in any possible extension of ELTSUP.

The Council has a legitimate concern that it should not be seen simply as a supplier of 'warm bodies' to the educational system. The PMB should be invited to work with the Council towards the elaboration of forward-looking strategies which will suggest alternative ways of utilising resource funding. Such proposals should be formulated not later than 31.03.94 for the period 1994-96 and at a date to be agreed for any extension of ELTSUP.

APPENDIX 20

DISCUSSION DOCUMENT

ELTSUP PHASE II 1994-1996

BACKGROUND The ELTSUP project began its first cycle in 1991; in September 1993 the British Council commissioned a major external review of the project by Prof Charles Alderson and Rhys Gwyn; following this the Ministry of Culture and Education commissioned Dr Medgyes Peter and Dr Bardos Jenő to draft a re-formulation of the project goals. Both documents agreed with each other in major respects. The framework and the current document build on these two documents.

PROPOSAL'S AIMS One of the primary concerns emerging from the Alderson /Gwyn report was the management of the project at all levels. Both their recommendations and those of Bardos/Medgyes sought to address this issue. This project proposal/ discussion document has sought to incorporate the recommendations concerning the management of the project. The current proposal also aims to safeguard the benefits which have accrued from ELTSUP in the first cycle - benefits such as the renewal of the curriculum, practically oriented training and the training of school based trainee supervisors - and ensure that they are woven into the fabric of all English teacher training in Hungary.

PROJECT OBJECTIVES The major objectives of the project are

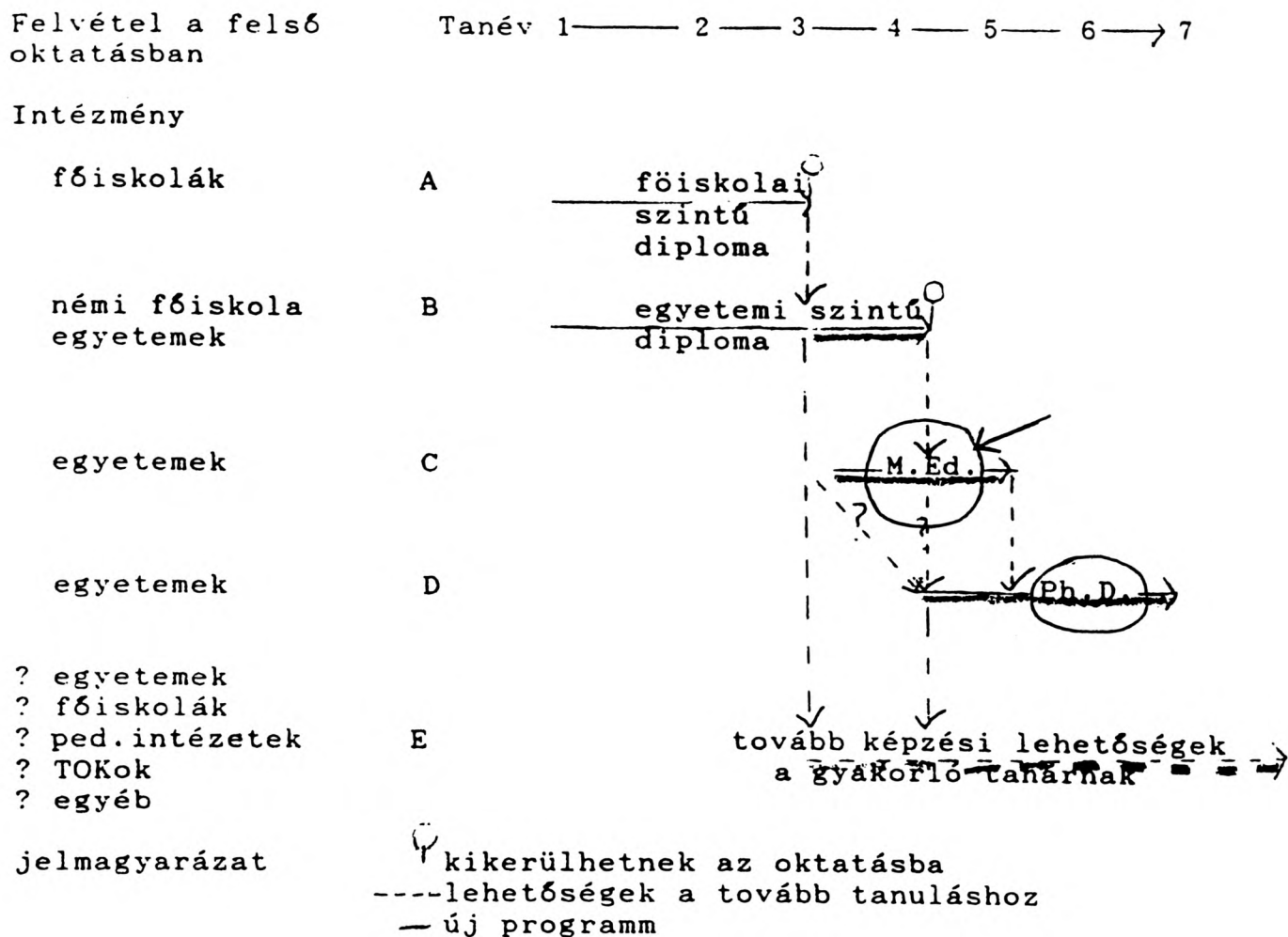
- to enhance the capacities of EL teacher education in Hungary in the context of increased ELT demand;
- to enhance the professional and academic status of EL teacher education in Hungary;
- to ensure sustainability of gains of ELTSUP within the context of the changes in Hungarian higher education.

These goals are to be achieved specifically by

- strengthening the management of the project through appointment of an implementation manager, through the setting up and working of a structured Project Board and through conclusion of formal and binding agreements between the Ministry of Education and the British Council and between the British Council and the participating institutions;
- upgrading the főiskolai szintű diploma to an egyetemi szintű diploma by adding a fourth year of training to the three year degree;
- developing postgraduate courses at the M.Ed. and Ph.D. level in the areas of applied linguistics and language pedagogy at some of the centres;
- developing an infrastructure of in-service teacher development which would include certification of courses including the current COT course.

Táblázat

A Magyarországon Kialakítandó Tanárképző Rendszer



REQUIREMENTS Taking the programmes one by one (A to E in the above table) the requirements, in professional terms, can be summarized as follows.

A - exists in 8 institutions, Nyiregyháza still to complete one year. No major investments needed; programme needs to be maintained and developed using resources invested thus far ie staff development, hard and software resources.

B - new curricula development needed for extension; staff development to ensure curricula, testing and methodological capacity;; liaison with traditional departments and courses to set integration in motion all involving teaching staff, resources and innovation.

C - considerable curricula development; staff development to train Hungarian staff to deliver this level of programme; library resources for postgraduate programmes. Liaison with the undergraduate courses to ensure coherence and liaison with international postgraduate courses in the areas of applied linguistics and language pedagogy.

D - further course and curricula development; highly qualified staff to deliver the Ph D programmes and considerable innovation.

E - development of an infrastructure for INSET in Hungary; staff trained to deliver appropriate courses for serving teachers.

CONSTRAINTS The major constraints are politico/infrastructural; financial and time. Clearly PhD courses cannot be implemented from 1994, however, the infrastructure should be developed to enable their inception by the end of the second cycle. The Ministry's stance will be required on the infrastructural and financial side.

BRITISH COUNCIL SUPPORT The British Council has made major investment into ELTSUP during the first cycle, particularly in respect of British personnel placed within the institutions. Whilst the contribution these posts has made has been noted by both the Alderson/Gwyn evaluation and the Bardos/Medgyes proposal, the dominance of the posts in sheer number militates against Hungarian ownership. Additionally the posts have frequently been used as straight teaching posts rather than the adviser, development function originally agreed. In phase II of the project the British Council would invest into the further development of the project. A ie the three year programme, exists in stronger or weaker form; the development needed is mainly for the extension of the three years and for the postgraduate courses. It is to these elements of the project that the British Council would wish to contribute in terms of staff development, library resources and British appointees. Support to the project will need close management in the ways outlined under specific goals.

HT
ELO

APPENDIX 21a

ELTSUP PROJECT 1994-96 CETT/KLTE DEBRECEN

INSTITUTIONAL DEVELOPMENT STRATEGY

1. OVERALL GOALS AND OBJECTIVES

By the end of August 1996 KLTE Institute of English and American Studies (hereafter "the Institute") & CETT expect to have achieved the following:

A) the establishment of a 4th department within the Institute, the Department of Applied Linguistics. This department will be staffed by the Hungarian members of CETT and the Institute's current Applied Linguistics team.

The function of this department will be:

i) to service the 5th (Teacher training) year of the 4+1 degree course, which will replace the current 5 year course within the Institute as of September 1996.

ii) to be responsible for the specialist curriculum and courses on the new 4 year Applied Linguistics/ELT Teacher Training track, to run parallel with the 3 tracks currently available within the Institute beginning in September 1996. This is envisaged to be a 4 year degree course. However, the exact qualification that will be granted awaits further clarification by the ELTSUP Project Management Board and the Ministry of the relationship between the 4 year ELT Teacher Training degree and the 4 + 1 year "Qualified Teacher" degree.

iii) to provide Applied input to the current MA/Diploma in Applied Linguistics run by the Institute.

iv) to provide Applied input to the Institute's proposed PhD programme in Applied Linguistics

v) to be responsible for Language Testing within the Institute

vi) to be responsible for the organisation, administration and supervision of Teaching Practise within the Institute.

B) The continued development of the curriculum and courses offered by Hungarian CETT staff to the current 3 year Foiskola diploma students.

i) Assuming that agreement is reached nationally on the type of degree to be offered at 1 (a ii) above, thus allowing the establishment of a 4th track within the Institute, the last intake of 3 year students to CETT would be in September 1995.

ii) In order to ensure that 3 year students do not in the long run suffer from having gained a less esteemed qualification than their successors on the proposed 4 year programme, they are, after graduation, to be admitted to study part-time on the MA/Diploma in Applied Linguistics currently run by the Institute. In order to prepare them for this, CETT will, from September 1994, offer 3rd year students a "bridging" course. The curriculum and content of this course will be established in consultation with the Co-ordinator of the MA/Diploma.

C) The enlargement and professional development of the CETT staff, in order to be able to achieve the objectives outlined at A & B above.

i) By autumn 1996, the following CETT staff will have obtained MA. Applied Linguistics degrees from British Universities.

Csepes Ildiko 1993-1994

Kamondi Jozefa to complete her dissertation at Durham summer 1994

Nemeth Lenke 1994-1995

Egri Kati 1994-1995

Ruziscka Judit 1995-1996

Sanko Gyula 1995-1996

ii) By autumn 1996, the following will be studying in Hungary on the proposed ELTSUP Distance M.Ed. in ELT/TEFL (assuming that it is established and that the M.Ed. qualification is recognised by the Hungarian Ministry of Education)

Monos Kati

At least 2 more staff to be recruited before September 1994.

iii) In the light of the increasing student numbers at CETT and of the proposed wider responsibilities of the new Department of Applied Linguistics of which CETT will be part, by academic year 1995-1996, at least two full-time staff, in addition to the 2 mentioned at (ii) above, will have been recruited.

2. RESOURCES REQUIRED

A. Books and Equipment.

i) At present neither CETT nor the Institute have adequate Library stock to sustain a new Department of Applied Linguistics. CETT is well supplied with Methodology oriented books and the Institute library has a stock that focuses on the more theoretical side of descriptive linguistics. In order to establish the Department it would be necessary to build up library resources in the sub-disciplines of Applied Linguistics such as:

First and Second Language Acquisition

Sociolinguistics/ Ethnomethodology

Psycholinguistics

Discourse/Conversational Analysis

Language Testing

In order to do this it would be desirable to increase the present annual British Council (hereafter "BC") grant from 4 to 5000 pounds per annum for the 2 years under discussion.

ii) At present the library at CETT is far too small to accommodate the students who use it. With CETT due to obtain access to the whole of the building in which it is situated by June 1st 1994, it will be possible to expand the library and study area available to students. The responsibility for funding this expansion will be that of the University.

B. Staffing and Staff Development

i) As outlined at 1C, above, it is anticipated that the CETT staff will grow by at least 4 full-time academic staff members during the period under discussion. The responsibility for the salaries and other costs of such staff will be borne by the University, using (hopefully) Ministry funding.

ii) Staff development requirements would require BC funding as outlined at 1C (i & ii) above.

Funding already agreed/completed for:

Csepes Ildiko

Nemeth Lenke

Ruziscka Judit

Funding from other sources obtained for:

Egri Kati

Funding required for:

Kamondi Jozefa for 3 months in UK (to supplement World Bank funding)

Sanko Gyula, UK based MA Applied Linguistics

Monos Kati + at least 2, to study on Distance learning M.Ed. ELT/TEFL

iii) 2 BC Contractees.

Contractee 1 to be responsible for:

Liaison between CETT and Institute personnel to ensure a unified organisation, administration and supervision of Teaching Practice for final year CETT students, Institute students who choose to do the final year of the 4 +1 degree course and students who choose to enter KLTE on the Applied Linguistics/ELT track as from 1996.

This to involve:

1. the provision of further training for (non CoT) school-based supervisors to meet the changing demands of their role that will result from the transition to a 4 + 1 system.
2. the establishment of support services for probationary language teachers in the Debrecen area starting their first teaching jobs after graduation
3. the establishment of workable systems to ensure overall Institute staff supervision of the large numbers of students likely to be involved in teaching practice annually.

4. developing and maintaining links with schools in the Debrecen area to ensure that the Institute will continue to be able to place students and provide them with the longer periods of teaching practice that are likely to be required.
5. developing the curriculum for the Institution-based Classroom Studies course to establish it as both a support and resource to students during their Teaching practice.
6. establishing systems to ensure the build-up of material and resource banks deriving from successful professional practice by students during their teaching practice.
7. ensuring that such banks are stored and catalogued in such a way as to be accessible and useful to students in succeeding years.

Contractee 2 to be responsible for :

Liaison between CETT and Institute personnel in order to ensure the establishment of an appropriate curriculum for, and the provision of Hungarian staff to teach on, the 5th year of the 4+1 degree course and the whole of the 4th track Applied Linguistics/ELT 4 year degree course.

This to involve:

1. the establishment of the 1 year Teacher training curriculum and the development of syllabuses, at a level appropriate to the short time available, for the courses agreed upon.
2. the establishment of the curriculum for the 4 year degree course on the Applied Linguistics/ELT track. Of particular importance here will be the establishment of the relative weightings to be given to:
 - Applied linguistic theory
 - Practical training
 - Literature, History, Culture
3. the writing of detailed syllabuses for those Applied Linguistics courses that have not previously been taught, and ensuring that the relevant literature is available.
4. the identification and "training" of CETT/Institute staff to ensure that all courses at 1 & 2 above can be offered.
5. establishing a framework which will accommodate Applied Linguistics curricula at undergraduate, MA and PhD levels with a minimum of overlap and repetition, while still making the MA (and PhD?) accessible to those who do not have an Applied Linguistics background.
6. establishing a system of skills and structure based language examinations for all those taking the language teacher training 4 or 5 year degree courses.
7. using the Methodology materials devised at CETT as a basis to devise 2 "core" sets of methodology materials that can be bound and used on the 1 (5th) year and 4 year language teacher training programmes.

Both contractees to be responsible for:

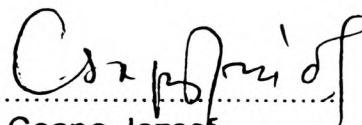
1. the development of staff training in the supervision of classroom based undergraduate dissertations.

2. the development of courses in small-scale classroom research methods. Such course would be relevant for students on the 1 (5th) year and 4 year undergraduate language teacher training programmes, and also on the MA.
3. ongoing teaching on CETT- based courses.
4. ensuring that developments in language teacher training at KLTE are broadly in line with those taking place in other institutions participating in the ELTSUP project.

The above objectives are agreed on behalf of KLTE Institute of English and American Studies and CETT.



.....
Dr Racz Istvan
Director
Institute of English and American Studies



.....
Dr Csapo Jozsef
Director
CETT

15/4/94

APPENDIX 21b.ACREEMENT BETWEEN KLTE AND THE BRITISH COUNCIL HUNGARY UNDER
ELTSUP PROJECT 1994-1996

This agreement covers the period from September 1994 to June 1996. During this period the agreement is subject to review and its continuance depends on satisfactory implementation.

Kossuth Lajos University (KLTE) and the British Council have been cooperating within the framework of ELTSUP since September 1991. During the period 1991 -1994 the Centre for English Teacher Training (CETT) has been set up and developed the new three year single subject teacher training programme with its practical orientation and its emphasis on language pedagogy, methodology and classroom research. Staff inexperienced in teacher training have been brought onto the staff and developed as skilled teacher trainers. Supervisor teachers (COTS) have been trained for the supervision and monitoring of teaching practice in the schools. A resource library for ELT has been established within the department and requires continued administration and development.

The current agreement has been designed to ensure that the achievements reached so far within ELTSUP are safeguarded and built upon during the period covered by this agreement; that the investments made by both parties are safeguarded for the achievement of the agreed ELTSUP project goals and that commitment to the sustainability of these achievements is achieved.

KLTE will

- (1) - consolidate the developments of the three year programme during the academic year 1994/95;
- (2) - develop a strategy by May 1995 which will ensure that there are longterm safeguards for the practical orientation of CETT teacher training programmes and its innovations in teacher training in KLTE and which will enhance the status of the programme as agreed under ELTSUP project goals;
- (3) - will develop cooperation with the Institute of English and American Studies' teacher training programmes and work towards the compatibility of CETT's and the Institute's programmes;
 - continue to provide the premises currently occupied by CETT and their running costs;
 - provide additional space and infrastructural funding for the further development of the library resource;
 - continue to provide secretarial and library support for CETT and its library resource;
 - provide adequate budget for basic office maintenance needs;
 - provide per diems and travel costs for staff, including British Council appointees, to attend ELTSUP project workshops and meetings as requested;

- release permanent staff to attend project staff development sessions, including distance study opportunities;
- provide proper local management of British Council contracted posts ensuring that the goals for the post are achieved, including job reviews and assessments;
- provide proper legal and administrative support to the contractees including issuing a contract of work, obtaining official permits and documents and a medical card;
- identify and maintain suitable accommodation for the contractee during the term of the contract.

The British Council will

- provide #3,000 in 1994/95 financial year and #3,000 in 1995/96 financial year for the development and maintenance of CETT's ELT library resource;
- provide opportunities for a minimum of two full time KLTE staff to pursue an ELTSUP project based distance M.A./M.Ed. in applied linguistics/TEFL;
- two British Council contracted staff for the 1994/5 academic year against the attached job descriptions - extension of the posts will depend on the achievement of the institution's strategy and the achievement of the posts' objectives;
- provide management of in-country workshops and project meetings as agreed for the project and places for CETT KLTE staff to attend these;
- provide 80% of the costs of board and lodging for CETT KLTE staff, including British Council contracted staff, during attendance at agreed ELTSUP workshops.

The current agreement has been designed to ensure that the achievements reached so far within ELTSUP are safeguarded and built upon during the period covered by this agreement; that the investments made by both parties are maximized for the achievement of the agreed ELTSUP project goals and that commitment to the sustainability of these achievements is achieved.

Signed

Signed

on behalf of KLTE

on behalf of the
British Council

Date

CETT DEBRECEN FEBRUARY 1995.

A. CETT DEBRECEN 3 YEAR SPECIFIC COURSES

COURSES MARKED WITH * ARE "NEW" COURSES

YEAR 1	SEM1	SEM2	HOURS
LP*	5	5	120
PHONPRAC	1	1	24
STUDY SKILLS/ ACAD WRITING*	2		24
GRAM PRACTICE	2	2	48
THE VERB PHRASE		1	12
			228
YEAR 2			
LP	3	3	72
THE NOUN PHRASE	1		12
GRAMMAR PRACTICE	2	2	48
TRANSLATION	1	1	24
METHODOLOGY*	5	5	120
LANGUAGE LEARNING THEORY*	1		12
ENGLISH SYNTAX		1	12
ACADEMIC WRITING*		2	24
			324
YEAR 3			
METHODOLOGY OPTION*	2	2	48
LANGUAGE STUDIES OPTION*	2	2	48
CLASSROOM STUDIES*	2	2	48
TP*	8	8	192
			336

B. CETT COURSES AS PROPORTION OF WHOLE CURRICULUM

	TOTAL HOURS	CETT HOURS	CETT %
YEAR 1	480	228	47
YEAR 2	590	324	55
YEAR 3	336	336	100

"CORE" COURSES AS PROPORTION OF ANNUAL INPUT.

YEAR 1 - LP	120	YEAR 2 - METH	120	YEAR 3 - OPTIONS	96
S. SKILLS	24	LLT	12	C. STUDIES	48
		ACAD W	24	TP	192
	<u>144</u>		<u>228</u>		<u>336</u>
	480		590		336

100%

C. STATE OF "NEW" COURSES

	READY TO USE	NEED WORK
LP	Books	
METHODOLOGY	SS Ready	Tch notes
CLASSROOM STUDIES	Semester 1	Semester 2
ACADEMIC WRITING		TO BE PREPARED
LANG LEARNING THEORY	Ready	
ELECTIVES	State of readiness very varied since change a/c to who is willing/able	

D. HUNGARIAN INPUT TO "NEW" COURSES

	NO OF GROUPS	HUNGARIAN
LP YEAR 1	4	3
LP YEAR 2	4	3
METHODOLOGY	4	3
CLASSROOM STUDIES	5	3
ACADEMIC WRITING	4	4
LANGUAGE LEARNING THEORY	1	-
METHODOLOGY ELECTIVES	4	3
LANGUAGE STUDY ELECTIVES	4	3

APPENDIX 23

ANGOL

ÍRÁSBELI ÉRETTSÉGI–FELVÉTELI FELADATOK 1998. május 27. de.

Kérjük a vizgázókat, hogy a munka megkezdése előtt gondosan olvassák el az alábbi tájékoztatót!

A vizsga részei	Rendelkezésre álló idő	Elérhető pontszám
A) Feleltérválasztós teszt (segédessköz nem használható)	120 perc.	75 pont
B) Fogalmazás (szótár használható)	60 perc	25 pont

A vizgázó a következő anyagokat kapja kézhez:

1. TESZTFÜZET (a jelen füzet) - a vizgázó megtarthatja, dolgozhat benne.

Ez a füzet tartalmazza a 75 elemből álló feladatválasztós tesztkérdéseket a következő sorrendben:

A/I rész: Nyelvtan, nyelvhasználat - 1-50-as számú kérdések. Ezen belül az 1-25-ös számú kérdésekben a HELYES, a 26-50-es számú kérdésekben az egy HELYTELEN választ kell keresni.

A/II rész: Olvasási - megértési készséget mérő feladatok: az 51-75 számú kérdések.

Fontos!

A tesztfüzetben dolgozzon, csak akkor írja be válaszait a Tesztválaszlapra, ha döntése végleges! Ha a vizgázó a feleltérválasztós tesztet (1-75 pontig) a megszabott idő előtt befejezi, hasznos lehet, ha már a fogalmazási feladat kiosztása előtt is gondolkodik a 25 pontot érő (76-100 pontig) fogalmazási feladaton. Ezért - az előzetes tájékoztató elősegítésére - a tesztfüzet is tartalmazza a külön kiosztásra kerülő fogalmazási feladat kiindulási szövegét.

2. TESZTVÁLASZLAP (hálorács a testmegoldásokhoz) - Ezt kell beadni!

Csak akkor írja be válaszait a Tesztválaszlapra, ha azokat alaposan meggondolta, véglegesnek tartja.

Gondosan, figyelmesen dolgozzon, új válaszlap NEM adható. Válaszait X-szel kell jelölni. Ügyeljen arra, hogy az X jel ne menjen túl a négyzetben.

Aki e vizsgával érettségizik is, tesztmegoldolását másolja rá a másik Tesztválaszlapra, mely a középiskolához kerül.

3. FOGALMAZÁSI FELADAT és FOGALMAZÁSTISZTÁZAT- Ezt be kell adni!

A kapott Piszkozat, illetve Tisztázati feliratú lapra készítse el a fogalmazást. Kérjük, hogy csak ezen az íven dolgozzon!

Aki e vizsgával érettségizik is, használja az indígitós lapokat! Ügyeljen az indígitó helyes állására! Az eredetit a felsőoktatási intézmény, a másolatot a középiskola kapja.

EZT A FÜZETET A VIZSGÁZÓ HAZAVIHETI.

ANGOL

ÍRÁSBELI ÉRETTSÉGI–FELVÉTELEI FELADATOK

1998. május 27. de.

Kérjük a vizgázókat, hogy a munka megkezdése előtt gondosan olvassák el az alábbi tájékoztatót!

A vizsga részei	Rendelkezésre álló idő	Elérhető pontszám
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B) Fogalmazás (szótár használható)	60 perc	25 pont

A vizgázó a következő anyagokat kapja kézhez:

1. TESZTFÜZET (a jelen füzet) - a vizgázó megtarthatja, dolgozhat benne.

Ez a füzet tartalmazza a 75 elemből álló feladatválasztós tesztkérdéseket a következő sorrendben:

A/I rész: Nyelvtan, nyelvhasználat - 1-50-as számú kérdések. Ezen belül az 1-25-ös számú kérdésekben a **HELYES**, a 26-50-es számú kérdésekben az egy **HELYTELEN** választ kell keresni.

A/II rész: Olvasási - megértési készséget mérő feladatok: az 51-75 számú kérdések.

Fontos!

A tesztfüzetben dolgozzon, csak akkor írja be válaszait a Tesztválaszlapra, ha döntése végleges! Ha a vizgázó a feleletválasztós tesztet (1-75 pontig) a megszabott idő előtt befejezi, hasznos lehet, ha már a fogalmazási feladat kiosztása előtt is gondolkodik a 25 pontot érő (76-100) pontig fogalmazási feladaton. Ezért - az előzetes tájékoztódás elősegítésére - a tesztfüzet is tartalmazza a külön kiosztásra kerülő fogalmazási feladat kiindulási szövegét.

2. TESZTVÁLASZLAP (hálorács a tesztmegoldásokhoz) - Ezt kell beadni!

Csak akkor írja be válaszait a Tesztválaszlapra, ha azokat alaposan meggondolta, véglegesnek tartja.

Gondosan, figyelmesen dolgozzon, új válaszlap NEM adható. Válaszeit X-szel kell jelölni. Ügyeljen arra, hogy az X jel ne menjen túl a négyzetben.

Aki e vizsgával érettségizik is, tesztmegoldását másolja rá a másik Tesztválaszlapra, mely a középiskolához kerül.

3. FOGALMAZÁSI FELADAT és FOGALMAZÁSTISZTÁZAT- Ezt be kell adni!

A kapott Piszkozat, illetve Tisztázati felíratú lapra készítse el a fogalmazást. Kérjük, hogy csak ezen az íven dolgozzon!

Aki e vizsgával érettségizik is, használja az indigós lapokat! Ügyeljen az indigó helyes állására! Az eredeti a felsőoktatási intézmény, a másolatot a középiskola kapja.

EZT A FÜZETET A VIZGÁZÓ HAZAVIHETI.

ENGLISH
ENTRANCE EXAMINATION - WRITTEN PART 1998

Read the instructions carefully before you start working.

Parts of examination:	Working time	Max points
Part A: Multiple Choice Test (no dictionaries or other materials may be used)	120 mins	75 points
Part B: Composition (you may use any printed dictionary)	60 mins	25 points

Candidates are given the following :

1. TEST BOOKLET - candidates work in it, it does not have to be submitted, it is the candidate's working copy. The 75-item multiple choice test consists of 2 basic parts in the following order:

Part A/I Grammar and Usage - Items 1-50. Within this part in items 1-25 you have to find the RIGHT answer, in items 26-50 you have to find the WRONG answer.

Part A/II Reading Comprehension - Items 51- 75

Important!

Please work in the test booklet and only mark the Answer Sheet when you are sure of your answers.

If the candidate has completed the multiple choice test items (1-75) earlier than the given time limit, s/he can start thinking about the composition task, which is a separate component with a time limit of its own, but is included in the Test Booklet for the candidate's information.

2. ANSWER SHEET - TO BE SUBMITTED

Mark the Answer Sheet when you are sure of your answers. You are not allowed to change your mind about your answers after you have marked them on the Answer Sheet. Write in the boxes only, using X marks. As you enter your answers, make sure your X marks do not go outside the boxes. No new Answer Sheet can be given.

3. COMPOSITION TASK (draft and final versions of the composition included) - TO BE SUBMITTED

Draft and Final versions are to be prepared on the paper provided.

YOU CAN KEEP THIS BOOKLET

Part A/I.1

Az 1-25-ös számú tesztkérdésekben az adott négy válaszból (A, B, C vagy D) nyelvtanilag helyes nyelvhasználati szempontból HÁROM ROSSZ és CSAK EGY JÓ. Önnek ezt az EGY HELYES választ kell megkeresnie. A következő két szöveghez kapcsolódó kérdések (1-20) megoldásánál ügyeljen arra, hogy a szövegeket globálisan is megértse.

In questions 1-25, of the four answers (A, B, C or D), THREE are WRONG and ONLY ONE is CORRECT with respect to grammar or usage. Your task is to find the ONE CORRECT answer. Read the following two texts carefully before answering items 1-20, and make sure that you understand the general message in both.

TEXT 1

You have applied for a summer school for interpreters and translators because you'd like to improve your English. Below is the letter sent by the course director.

Dear Participant,

I enclose some documents to help you plan the last lap of your journey to Bradford. (1) ___ could I ask you to let me know by fax or telephone the expected time of your arrival. Where possible we like to arrange (2) ___ at Leeds airport or at the Bradford Interchange railway station. If, however, we cannot meet you, it is (3) ___ to take a taxi from the airport (about £12) or from the station (about £4). Upon your arrival at the reception desk the security staff will tell you how to obtain the key to your room in Trinity Hall, (4) ___.

In your room you will find your personal programme and (5) ___. Participants will assemble for registration and the first meeting in Richmond Building, which is (6) ___ from your hall of residence. If your personal travel arrangements dictate a different arrival time, please let me know.

You may well (7) ___, and if you are an enthusiastic walker you will no doubt remember (8) ___ and clothing. There is a well-equipped sports centre on campus, which you will find welcome to use. I am sure you will find numerous activities to help you (9) ___ of your stay.

My home telephone number, (10) ___ to contact me urgently out of normal working hours, is (44) 4074-125854.

I and my colleagues are looking forward to welcoming you to Bradford and hope your journey goes well.

Yours sincerely,

Tom Bradley
Course Director

- (A) Till then (B) In the meantime
(C) While you arrive (D) For a while
- (A) you to be seen (B) for you to be met
(C) for you to greet (D) you to be greeted
- (A) an easy matter (B) so easy option
(C) a light problem (D) such simple case
- (A) which is nearby (B) where you are
(C) that is fairly close (D) which is nearly
- (A) few other things (B) several other thing
(C) some other item (D) a few other items
- (A) no further than 10 minutes
(B) within a 10 minutes walk
(C) a 10-minutes-walk
(D) 10 minutes' walk

- (A) feel like seeing countryside
(B) want to explore the region
(C) get acquainted with the spot
(D) wish to discover the locality
- (A) to fetch the suitable shoes
(B) to bring appropriate footwear
(C) fetching the necessary shoes
(D) bringing an appropriate footwear
- (A) make the most (B) to make the best
(C) do what you can (D) to do the most
- (A) would you like (B) were you needed
(C) if you should need (D) in case you will need

TEXT 2

One day Peter and Marlon decided to do a bit of shopping after work. Apparently, they were not alone with this idea ...

11. (A) were hitting (B) had hit
(C) have hit (D) are hitting

Peter: I don't believe it! Get out of the way! Seems like we (11) the rush hour!

Marlon: Oh, no, not again. I hate travelling in (12) traffic. The drivers just go mad, they don't pay any attention to anybody else on the road. They behave as though they (13) the road.

Peter: You can say that again! All right, don't go into a frenzy. (14) that? The driver of that red Mini simply pulled out and cut in in front of me without signalling! (15) I could've bumped right into him. I wonder what will happen next.

Marlon: We'll never get to the supermarket (16) stop and leave the car here. There's a space. No, (17) . Bad luck. Look, there's another one! Could we stop here? This situation is giving me a tension headache.

Peter: I can't stop here, Marlon; this is a bus stop. Can't you hear the bus (18) its horn at me?

Marlon: I think (19) it up as a bad job and go home. It seems hopeless. We'll do the shopping tomorrow. I hope you're ready for this, Peter ...

Warden: Excuse me, sir, would you please move on. You may not be aware of it, but you (20) a traffic jam!

Part A/1.2

A 21-25-ös számú tesztkérdésekben az adott négy lehetőségből (A, B, C vagy D) még mindig azt az EGYET kell kiválasztania, amelyik a négy mondat MINDEGYIKÉBE beilleszthető.

In items 21-25 of the four options (A, B, C or D) you still have to choose THE ONE that fits ALL the four sentences. See the example below.

Példa/ Example:

- ♦ It was only a short trip but we ___ had a good time.
- ♦ Penicillin was one of the discoveries that ___ changed the course of modern medicine.
- ♦ I'm ___ sorry I didn't hear you come in.
- ♦ She ___ likes her job because the tips are good.

- (A) indeed (B) actually (C) very much (D) really

A helyes válasz (D), mert egyáltalán ez illik mind a négy mondatba.

The correct answer is (D) because this is the only option that fits all the four sentences.

21. ♦ On overnight trains passengers may be ___ by gangs.

♦ I lost my purse when that man ___ me of my bag.

♦ That's an outrageous price for a second-hand video. I think you were ___

♦ Old Tom is still looking for the village boys who ___ his orchard.

- (A) mugged (B) burgled (C) robbed (D) kidnapped

22. ♦ When I worked ___ a waiter, I often had to do night shifts.

♦ I remember I had to dress ___ a slave.

♦ I'll never understand why I didn't get ___ many tips as my colleagues did.

♦ In a restaurant, ___ in a shop, you're at the mercy of your boss.

- (A) like (B) as (C) as though (D) so

23. ♦ In the 80s Mrs Thatcher, the ___ Prime Minister, rejected a proposal to privatize the Royal Mail.

♦ I started exercising and from ___ on I began to feel fitter.

♦ We took a bus to the city centre and ___ caught a train to Lancaster.

♦ When you've seen the trees, ___ you'll know why I came to live here.

- (A) that (B) then (C) than (D) after

24. ♦ I thought this task was going to be ___ easy but in the end it turned out to be difficult.

♦ Although she's got a(n) ___ good memory for names, she's bad at dates.

♦ He was ___ happy about the comments made by his opponents at the dissertation defence.

♦ I'm ___ sure she wouldn't forgive me for that.

- (A) completely (B) rather (C) pretty (D) almost

25. ♦ A new bus service was introduced that would take the villagers _____ to the market twice a day.
 ♦ With this system the plants will take _____ essential minerals more readily.
 ♦ I wish my son hadn't taken _____ smoking.
 ♦ Buying all the food for the party took _____ literally half a day.

(A) over (B) up (C) out (D) to

Part A /1.3

A 26 - 50-es számú tesztkérdésekben az adott négy válaszából (A, B, C vagy D) nyelvtani illikve nyelvhasználati szempontból HÁROM JÓ és CSAK EGY ROSSZ. Figyelem, ezt az EGY HELYTELEN választ kell megkeresnie.

In items 26-50, of the four answers (A, B, C or D), THREE are CORRECT and ONLY ONE is WRONG with respect to grammar or usage. Be careful, your task this time is to find the ONE WRONG answer.

26. The accident happened because the driver _____ (B) mistook the lorry for a stationary vehicle
 (A) misjudged the distance (C) showed misunderstanding behaviour (D) misread a traffic sign

27. Prince _____ the music and played all the instruments in his latest song.
 (A) both wrote (B) wrote both
 (C) wrote (D) composed

28. He looks angry. I _____ disturb him, I think.
 (A) had better not to (B) shouldn't
 (C) oughtn't to (D) would rather not

29. The members of the committee argued for hours but in the end they agreed _____.
 (A) to having organized another meeting (B) on an early start soon
 (C) with each other (D) to review some of the points

30. _____ needed in analysing this issue.
 (A) Another criterion is
 (C) Some other criterion is (B) Another criteria are
 (D) Some other criteria are

31. (A) As there were holes in the road, we couldn't go any further.
 (B) Although he was pressed by the media, he gave no further explanation.
 (C) The farther south you go, the hotter it becomes.
 (D) The Museum will be closed until further notice.

32. She is rather skilny, so she _____.
 (A) weighs herself every morning
 (C) should cook more for herself (B) often feels herself unattractive
 (D) considers herself unlucky

Ne feledje, hogy még mindig az EGY HELYTELEN választ kell keresnie!
 Don't forget you still have to find the ONE WRONG answer!

33. _____ plays for the local club.
 (A) I know a seven-foot-tall basketball player who
 (C) My friend, who is seven feet tall, (B) My friend is seven foot, who
 (D) My seven-foot-tall friend

34. My best friend is _____ younger than me, but I look up to him.
 (A) slightly (B) far
 (C) quite (D) somewhat

35. _____ the nurse locked all the doors.
 (A) Being no more patients waiting outside,
 (C) There being no more patients outside, (B) All the patients having been seen to,
 (D) There were no more patients outside so

36. _____ she didn't think she could take it anymore.
 (A) People heard her say (B) She was heard saying
 (C) She was heard to have said (D) She was heard to say

37. _____ that cheating was wrong.
 (A) The teacher made the students realize (B) The students were made to realize
 (C) The students were got to realize (D) The students were given to understand

38. Peace protesters object to _____ through their country.
 (A) nuclear waste being transported (B) nuclear waste to be transported
 (C) the authorities transporting nuclear waste (D) the transport of nuclear waste

39. Whenever I take a bus I always _____.
 (A) take a front seat (B) remain near the door
 (C) travel in front (D) sit right behind the driver

40. I can't get used to _____.
 (A) my parents always telling me I'm not good at anything
 (C) the poor heating in our house (B) eating with chopsticks every time I go to a Chinese restaurant
 (D) raining every time I visit Britain

41. _____ that she never spoke to him again.
 (A) She felt so disappointed (B) His speech lasted so long
 (C) So disappointed did she feel (D) So long lasted his speech

42. The public demanded _____ into the affair.
 (A) an enquiry (B) that an enquiry will be conducted
 (C) an enquiry be conducted (D) that an enquiry should be conducted

Ne feledd, hogy még mindig az EGY HELYTELEN választ kell keresnie!
Don't forget you still have to find the ONE WRONG answer!

43. (A) I have no money left and I'll have to ask some from my friend.
(B) Go to the reception and ask for the manager if you have a complaint.
(C) Do you mind if I ask you a few questions?
(D) I don't think I would ever ask a stranger for money, even if I was starving.
44. Early on in his career, he bought his family a TV and a video _____ while he worked.
(A) to keep them happy
(B) so as not to be bored
(C) to prevent them from complaining
(D) so that they wouldn't be bored
45. _____ I disliked his attitude towards work, in the end I didn't dismiss him.
(A) Much as
(B) Though
(C) Whatever much
(D) No matter how much
46. To start an entirely new business venture is risky - your whole life's savings may be _____.
(A) at risk
(B) threatened
(C) harmful
(D) in danger
47. Our kitchen _____.
(A) needs redecorating
(B) needs to be redecorated
(C) wants redecorating
(D) needs be redecorating
48. (A) Joe's parents have both been to the USA.
(B) Both they are very famous.
(C) They both graduated from this university.
(D) They both teach and carry out research.
49. After a week's practice the students had _____.
(A) not quite as many mistakes
(B) plenty of mistakes
(C) no less mistakes
(D) an incredible number of mistakes
50. They booked tickets for the performance well in advance _____ miss the first night.
(A) In order to not
(B) so as not to
(C) In order that they wouldn't
(D) lest they should

A/II RÉSZ - SZÖVEGÉRTÉS
PART A/II - READING COMPREHENSION

Olvassa el figyelmesen az alábbi szöveget (A/II.1), majd jelölje, hogy a szöveg alatti (A), (B), (C) és (D) jelzésű válaszok közül a szöveginformáció alapján melyik fogadható el a leginkább megfelelő változatnak!
On reading the following passage (A/II.1) carefully, choose ONE of the four answers (A), (B), (C) and (D) to each of the questions or unfinished statements. Choose the answer which fits the text best.

A/II.1

- 1 I was greeted by a doorman, perhaps hired for the occasion, then Birdwood and his wife said their tense hellos. The others were shiny and dressed up and alert. I was handed a card. Four circles on it represented tables. A red dot indicated my place. There was an intense watchfulness, guests listening hard but too nervous to hear clearly. A mostly American gathering, it was first names and fixed smiles and bright, anxious eyes.
- 5 In the mirror of the reception room I saw that I didn't look the way I felt, and that I could pass for a guest at a dinner party. Apart from Laird Birdwood and Charmian, there was no one in the room whom I recognized. A man standing next to me smiled. I spoke to him. Deaf with anxiety, he did not hear me. Another man began talking as I approached him, possessed by an almost hysterical talkativeness. I could imagine all these reactions in passengers in a jammed elevator - claustrophobia, insecurity, fear. No one mentioned the Queen.
- 10 "What are you working on?" a man asked.
- 15 I began to give him my tentative answer and was relieved to see that he was not listening.
- Birdwood was saying, "Actually very unexpected," to a woman who replied, "Perhaps better not to speculate."
- 20 Were they talking about the royal visit? If so, there was nothing more, and yet I was sure this was on every guest's mind. We were participants in a seance that was about to begin, too nervous anticipating what was to come to mention anything so obvious as the object of the seance. The drama of the moment made for the most frenetic and banal chit-chat. The English guests were the most talkative.
- 25 "I think the sun was trying to come out today."
- "We've been extraordinarily lucky this winter."
- Drinks were brought around by servants who, less nervous and better dressed than the guests, seemed slightly superior and almost mocking in the way they offered wine.
- 30 "I say, what are you working on?" I was asked again by someone else.
- We stood, the men in black, the women in pretty gowns under the chandeliers, as the time of the seance drew on, and we were helpless, waiting for any sign that something definite was stirring. Our eyes were averted from the large door that was the entrance to the room: no one wanted to be caught peeking.
- 35 "Not much," I said.
- No one listened, no one heard me.
- A man was saying, "It's always that way, isn't it?" and I had no idea what he was talking about. He was faced in my direction, still talking obscurely, still making no sense to me, nor was he looking at me.
- The room had gone very quiet.

58. Most of the guests were

- (A) sitting down and chatting.
- (B) sitting at the dinner table.
- (C) standing up waiting.
- (D) standing up eating snacks.

59. The room in which the story takes place was

- (A) a large, formal room.
- (B) a large family sitting-room.
- (C) a medium-sized, over-furnished room.
- (D) a medium-sized dining room.

60. 'Nobody wanted to be caught peeking' (in line 33) means that nobody wanted

- (A) to look at anybody else.
- (B) others to think they were looking to see if the visitor had arrived.
- (C) others to think they were looking to see if dinner was ready.
- (D) others to think they were being stared at.

61. The most likely reason that the room had gone very quiet was that

- (A) people had run out of things to talk about.
- (B) the host was about to make a speech.
- (C) the important guest was about to arrive.
- (D) dinner was about to begin.

62. Overall, this reception is described by the author as

- (A) quite ordinary.
- (B) rather pleasant.
- (C) quite relaxing.
- (D) seemingly boring.

51. According to the text, when the writer arrived most guests were

- (A) relaxed and chatting to one another.
- (B) ignoring each other.
- (C) very hungry.
- (D) uncomfortable and expectant.

52. From the card the writer could tell that the dinner tables were

- (A) probably four in number.
- (B) for four people each.
- (C) arranged in groups of four.
- (D) arranged in a circle.

53. What the writer saw in the mirror

- (A) shocked him.
- (B) made him laugh.
- (C) made him feel different from the others.
- (D) made him feel better than before.

54. The writer talked to someone

- (A) who turned out to be deaf.
- (B) who he had met in the lift earlier.
- (C) who was too nervous to listen.
- (D) who didn't speak the same language.

55. Most of the people at the gathering were

- (A) English guests who were chatting excitedly.
- (B) Americans on first name terms who were enjoying themselves.
- (C) Americans on first name terms who looked stiff and uncomfortable.
- (D) English guests who were very well dressed.

56. Most of the conversation that the writer overheard was about

- (A) important matters.
- (B) trivial matters.
- (C) the person they were waiting for.
- (D) people who were not there.

57. The servants

- (A) looked smarter than the guests.
- (B) made fun of the guests.
- (C) seemed less relaxed than the guests.
- (D) behaved in a modest way.

Olvassa el az alábbi szöveget (A/II.2), majd döntse el, hogy a szöveg utáni számozott mondatok (63-69) a szöveginformáció alapján IGAZ, HAMIS vagy KIDERÍTHETETLEN állítást tartalmaznak-e! A testvázlaszra az egyes mondatok számnak megfelelő sorban az A, B vagy a C oszlopban értelemszerűen X-szel jelölje válaszáit!

A = IGAZ B = HAMIS C = KIDERÍTHETETLEN

A Testvázlaszlap D jelű oszlopába ne írjon semmit sem!

Read the text below and decide whether the statements that follow (63-69) are, according to the text, TRUE, FALSE or NOT STATED (i.e. the text gives no information about the statement). Mark your answer on the Answer Sheet in the following way:

A = TRUE B = FALSE C = NOT STATED

For this task, please DO NOT WRITE anything in the column marked with D on the Answer Sheet.

The thumping heart, damp and sticky palms and strangled voice that come from acute shyness are a common accompaniment to self-conscious adolescence. Most people have left the extreme version behind by their mid-20s. But for those who do not, shyness can influence every area of life. Dr Fred Orr is the author of a new self-help book on how to conquer shyness. "I have spent thousands of hours working with people who are so self-doubting, so self-concerned that they don't do anything," he says. "They avoid job opportunities. Social occasions and situations which they have to attend can be absolute agony."

Dr Orr's book takes a practical approach but, like losing weight, conquering shyness cannot be achieved overnight. "Many people hope for a magical solution," he says. "But having shaken hands, they then find they have nothing to say. I'm saying - be prepared. At the most basic level, reading the papers and seeing movies give you something to talk about."

Judi James, 46, is a former model, now a corporate trainer and writer living in London. She describes herself as having been 'terminally shy'. Ms James says her shyness developed in childhood, as a way of getting away from the attention lavished on her. "I was an only child," she says. "Every time I spoke, everybody listened. Most kids have to fight for attention, but only children shy away from it. I was always at the back of the class, and not particularly good socially. Then you hear people describing you as shy, so it makes it difficult to get out of it." She has overcome her shyness, through ongoing hard work. "It's a bit like a muscle. You don't need to be born with it, but you've got to work it every day."

63. An increased heartbeat can be one of the physical signs of shyness.

64. Most young adults become able to control their shyness to a manageable extent.

65. People who are really shy never leave the house.

66. At parties nobody wants to talk to a shy person.

67. Judi James was ignored as a child.

68. To defeat shyness one needs to make a continuous effort.

69. According to Judi James, the more other people pointed out her shyness, the easier it was for her to overcome it.

Olvassa el figyelmesen az alábbi szöveget (A/II.3), majd döntse el a szöveginformáció alapján, hogy a szöveg alatti (A) vagy (B) állítás igaz-e, vagy mind a két előbbi állítás egyformán igaz (C), vagy mind a kettő egyformán hamis (D):

On reading the following passage (A/II.3) carefully, decide, according to the text, whether statement (A) or (B) is true, or both of them are equally true (C), or neither of them is true (D).

A/II.3

The package tour to Ibiza left from Gatwick. When Pietro had gone to Italy with his mother they had flown from Heathrow, so this was the first time he had seen the thronging families of uncertain Britons preparing for abroad. He liked it much better than Heathrow. There were pretty girls of about his age, slightly over-made-up, peering out from beneath the wings of their harassed families. Their fathers gave orders in loud voices to show they weren't

nervous and their mothers talked about the price of refreshments, the whereabouts of toilets and tickets, the closeness of the hand baggage. The girls tried by their looks to disown their parents as they would later on the beach and in the discothèques; Pietro felt at an advantage having only a father to shrug off.

They were in an apartment in a new block about two hundred yards back from the beach. Pietro was sharing a room with his father, which had its drawbacks for both of them. The old man's idea of a good morning was to go to the beach early to get a favourable spot, erect a sunshade and read a book on etymology. Pietro found getting up before ten was a torture. He liked to go to the beach about eleven with a book recommended by Mr Maxwell at the US Collegiate, sunbathe for an hour, swim vigorously, open the book and close his eyes.

70. Pietro and his father travelled to Ibiza

(A) on a holiday they had booked in advance.

(B) with a group of people they knew.

(C) both A and B are true

(D) neither A nor B is true

71. (A) Pietro watched anxious British tourists waiting for their flights.

(B) It was the first time Pietro had taken a flight.

(C) both A and B are true

(D) neither A nor B is true

72. The girls at the airport pretended not to belong to their families because

(A) they wanted to seem older and more independent.

(B) their parents were quarrelling.

(C) both A and B are true

(D) neither A nor B is true

73. Pietro had an advantage over the girls as

(A) his father was looking after their luggage.

(B) he wasn't hungry.

(C) both A and B are true

(D) neither A nor B is true

74. Pietro and his father's holiday accommodation was unsatisfactory for both of them

(A) as it was too far from the beach.

(B) because the room was too small.

(C) both A and B are true

(D) neither A nor B is true

75. Pietro and his father had different ideas about

(A) how to spend time on the beach.

(B) what time to go down to the beach.

(C) both A and B are true

(D) neither A nor B is true

Olvasd el figyelmesen a képzőfelvételi angol levelezőfőírásról kapott levelet, majd ÍRJON RA VÁLASZLEVELET (300-350 szó).

A FELADAT SIKERES MEGOLDÁSÁHOZ A KÖVETKEZŐKET VEGYE FIGYELEMBE:

1. A levélben szereplő nevek lehetnek férfi- és leánynevek is. Ön dönthet, hogy melyik változatot választja.
2. Az ön címe: 2498 Pusztavár, Akácfa u. 3.
3. A levél három bekezdésében szereplő témák közül a 2. és 3. bekezdésben említett témáról részletesebben fejtsse ki véleményét mint az először.

Read the letter from your imaginary English pen-friend carefully, then WRITE A REPLY TO IT (300-350 words).

WHAT YOU NEED TO KNOW FOR A SUCCESSFUL COMPLETION OF THE TASK:

1. The names in the letter have both male and female versions, you can choose either.
2. Your address is: 2498 Pusztavár, Akácfa u. 3.
3. The three paragraphs in the letter deal with separate topics. You are expected to write about the topics in paragraphs 2 and 3 in greater length than about the one in paragraph 1.

5, Green Lane
Burndale DH3 5JK
England

12 May 1998

Dear Rani,

I have just received your letter. As I have some free time this afternoon I thought I would write to you now. I'm too tired anyway to do any serious work at the moment, because I was watching television late last night. The TV is a real problem for me, I find it rather difficult to switch it off. Sometimes I can be glued to the box for hours on end. Do people in Hungary also watch a lot of TV? It must be tempting with all the channels that are available to you nowadays. There must be quite a bit of channel-hopping going on, but of course not everybody can understand as many foreign languages as you do!

I didn't only go to bed late last night, but I also got up at five this morning! You know, this is the time I go swimming. I only go three times a week, but there are some kids who take their swimming really seriously, dreaming of gold medals and all the championships they are going to win. That reminds me: how did your little sister's last tennis championship shape up? If she goes on like that she'll soon be a top-seeded superstar making a fortune. I have always wondered though if in professional sports the money's worth all the effort that goes into it. What do you think about this?

Speaking of money, that reminds me: there's a lot more petty crime around nowadays than there used to be. For example, the Smiths' flat down the street was burgled last night. The burglars must have guessed that the Smiths were away on holiday, as their letterbox was jammed with all the junkmail that we get delivered around here. This consumer society we live in can be a real nuisance at times. I expect things in Hungary must also be going the same way. What is it really like in Hungary now? Have people's values and attitudes to money changed in the recent past? Have the changes affected you in any way? Even though Hungary is not that far away from here, we don't really get to know what's happening there.

Time to stop now. I'm meeting some friends in half an hour. I hope you're fine. Do write. Let me know **YOUR** news.

Cheers,

Bernie

APPENDIX 24

CETT DEBRECEN
3rd Year SS EVALUATION . Summer 1995

52 (out of 67) SS completed the attached questionnaire

PART 1. THE CETT METHODOLOGY COURSE

Q1 Which ideas and techniques suggested on this course have you found it easiest to apply in a "real-life" classroom?

"Communicative activities"/Ideas to make learning enjoyable .

Warm-ups/5 min activities/Role play/Pairing techniques/games/info gap activities
Using realia **mentioned by 32**

Vocabulary and grammar presentation techniques.
mentioned by 14

All pair and group work

"Balanced activities method"

Ideas about using supplementary materials

Ideas that emphasise the use of the classroom environment as a source of
language learning

Lesson planning

Lead-Ins and follow ups for R & L activities

The Grammar Translation Method

All mentioned by 3-5.

Q2a Which ideas and techniques that were suggested on this course have you found it difficult or impossible to apply in a "real-life" classroom?

Only / almost always using L2 in the classroom
mentioned by 16

Using communicative techniques/activities, especially for grammar and vocab
teaching. **mentioned by 14**

Getting SS to talk during freer practice stages and in pair/gp activities
mentioned by 9

Elicitation /how are SS supposed to know something they haven't been taught?
mentioned by 7

Getting SS to try out skimming/scanning tasks
mentioned by 3

2b What were the most important factors that made it difficult/impossible?

SS couldn't understand grammatical explanations in L2 / expected to hear gram explanations in L1
mentioned by 14

SS used to the traditional Hungarian teaching style/ prefer W activities/ unfamiliar with "communicative" activities/ and TP not long enough to change ingrained attitudes
mentioned by 13

SS are too shy to speak in L2
mentioned by 7

SS low motivation
school environment / classroom layout
time available
supervisors' expectations
how can one elicit what SS do not know?
poor textbook
all mentioned by 3- 5

Q3 Are there any parts of the Methodology course that you feel were irrelevant to your needs as a language teacher?

YES 5 NO 43

"Very CLT" things/ far-fetched theories
Using videos because there aren't any
Teaching grammar without using Hungarian
Not bearing the Hungarian context in mind for each idea mentioned

Q4 Are there any parts of the Methodology course that you feel should have been covered more thoroughly

YES 26 NO 25

Q5 Are there any topic areas that the Methodology course did not cover at all that you feel are essential for trainee teachers?

YES 13 NO 30

How to deal with discipline problems
mentioned by 16

Presenting grammar not always in a CLT way / more practice (microteaching) at presenting grammar, at devising contexts to introduce structures
mentioned by 14

How to deal with complete beginners
 How to deal with different age groups
 How to mark at different levels
 How to organise tests and what to put in them
 How to create a good classroom atmosphere
 More information about other approaches, their strengths and weaknesses
 How to adapt textbook materials
 More exposure to commonly used textbooks and supplementary materials
 More connections made between Methodology and "real-life"
 All mentioned by 3-6

PART 2. TEACHING PRACTICE

Q6a *How many classes per week did you actually teach?*

Semester 1.

1.5 hours	2 hours	2.5 hours	3 hours	4hours	5hours
5	18	6	10	9	3

Semester 2

1.5hours	2hours	2.5hours	3hours	4hours	5hours
7	14	7	13	7	3

Q6b *Do you feel that this gave you enough classroom practice?*

YES 34 NO 10

Amounts suggested by those saying no ranged from 3 -10 hours per week, with the major cluster at 3-4 hours per week.

Q7 *What, in your opinion, are the major advantages and disadvantages of being paired up for Teaching practice?*

a)Advantages

sharing the work / share testing and correcting / it's less time consuming
mentioned by 24

Give each other ideas / discuss teaching / learn from each other
mentioned by 20

Have a chance to observe / learn from each other's mistakes
mentioned by 20

Give each other practical help, photocopying /writing on the board/ monitoring activities
mentioned by 15

Give each other confidence
mentioned by 8

b)Disadvantages

Difficult to take up where the other left off/ confusing for students and for trainees
mentioned by 13

Unreal

cannot do what you like/ teach according to your own ideas
difficult to develop a relationship with the group because its always interrupted
difficult if help between the pair is unequal / there are personal conflicts
difficult to correct what your pair has done wrong
all mentioned by 3- 7

Q8a What sorts of support would you get from an ideal supervisor?

Practical ideas, tips, and alternatives as to how to improve language and methods used in the class / suggestions of practical solutions to problems
mentioned by 24

Information about the school: students, textbook, colleagues, rules, photocopying
mentioned by 17

Consistent supportive criticism not of personality but of teaching / encouragement
mentioned by 13

Be prepared to be critical / not be afraid to hurt (trainees') feelings / be prepared to discuss how to improve
mentioned by 11

Give prior suggestions about lesson planning, not orders / allow trainees a more or less free hand unless major problems arise.
mentioned by 13

Deal with areas not dealt with at CETT, discipline/ marking
Give positive feedback where appropriate
Show that they are interested
all mentioned by 3-5

Q8b which of the types of support listed at (a) did you and didn't you get?

Q8c did you have any problems in your relationship with your supervisor?

If Yes what were the most important problems?

Problems with supervisor

YES 20

NO 32

Hardly ever observed

Saying what was wrong but giving no suggestions what to do about it

Expecting trainees to teach exactly like them / giving orders not suggestions

Only giving negative feedback

all mentioned by 8

lessening trainees' confidence

not providing any feedback

their feedback conflicting with what was learned at CETT

all mentioned by 5

Insisting trainees use the book

Talking behind trainees' back

Interrupting trainees in class/ asking Ss questions while trainee is teaching

Giving advice that cannot be carried out

no help before lessons only criticisms after

just using trainees to do their work for them

all mentioned by 1- 3

Q9 Were the visits by CETT tutors during teaching practice useful?

YES 47 NO 16 (several trainees answered both Yes & No)

YES

They provided detailed concrete points about what to continue doing and what to do differently

mentioned by 16

They had a different point of view / were interested in the trainees' opinion

mentioned by 12

provided good practical ideas

directed attention to areas not thought of before

it was the only time the lesson was discussed / real feedback useful analysis of

lesson/ detailed, supportive discussion of lesson

the trainee was willing to accept more from the CETT tutor.

all mentioned by 3-5

NO

only 1 visit per semester too little to say anything new / couldn't know what was or wasn't successful in the context

mentioned by 11

wanted to find something wrong / criticised everything / hairsplitting/ unfair criticism

mentioned by 6

PART 3 CLASSROOM STUDIES

Q10. what were the most and least useful aspects of this course?

Most useful

Sharing problems arising in TP / trying to find solutions.
mentioned by 24

Preparation for dissertations/designing and evaluating observation sheets
mentioned by 14

Looking at successful materials
Discussing Swan article
"Lion's Den" video
mentioned by 3-5

Least useful

Irrelevant observations/ no time to do them/ didn't fit the classes observed/
should have focussed on those needed for dissertations.
mentioned by 21

Swan articles
"Lions Den" video
Successful activities - nobody took any notice of them
mentioned by 3-6

Q11 *Bearing in mind the time available, if you were designing this course what areas that we did not deal with would it have ben useful to include.*

At least 20-30 minutes each week spent on actual teaching problems and their possible solutions
mentioned by 15

More time spent on dissertation problems. Into small groups to discuss problems and then to larger groups for discussion of possible solutions.
mentioned by 9

Discipline problems/ how to handle students
More film/video extracts to provide areal picture of what's waiting for you
Practical advice on the literature review
mentioned by 3-6

PART 4. DISSERTATIONS

Q12. Which parts of the dissertation writing process did you find most and least difficult - WHY?

Most difficult

Literature review. No experience/DK what is expected/a lot of reading needed/
no materials available/ difficult to structure
mentioned by 26

Analysis of data. No experience. Nothing to say. Very complex and difficult to
draw conclusions.
mentioned by 18

Doing research. Designing research instruments. Collecting data
mentioned by 10

Getting started/Deciding on topic
Conclusion
mentioned by 3-5

Least difficult

Description of the research process./ describing own experiences/ how to do it
all in the dissertation handbook.
mentioned by 21

Literature review. Practised last year.A lot of books. Personal opinons.
supervisor helped
mentioned by 16

Description of the data. Had already observed what was being written about
mentioned by 10

**Q 13 Were there any parts of the dissertation writing process at which
you felt you needed more support from your supervisor than you
got?**

YES 32 NO 20

Analysis of the data
mentioned by 14

Advice and ideas not just remarks about form
Research instrument. which and how to design them
More time
Not to be treated like a burden
Literature review
all mentioned by 3-6

Q14 Bearing in mind that each supervisor had 8 dissertations to supervise, what in your opinion are the areas of the dissertaiton writing process in which it is MOST important for the supervisor to help the supervisee?

Overall structure and format of the diss. Cohesion between the sections.
mentioned by 13

Analysis of data. Selecting data to be analysed
mentioned by 12

Research instrument design
mentioned by 10

Help in beginning the dissertation
Help in correcting grammar/form
Feedback on each part
Help SS keep to deadlines
Prompt returning of dissertation sections commented on
Prepared to give SS enough time to discuss dissertation
Comments on theoretical aspects of the work
all mentioned by 3-7

Q15 Did you find the dissertation writing handbook useful
YES 47 NO 10 (Some Ss answered both)

NO

Too prescriptive. Will lead to boring dissertations if all SS follow it
more models / charts/ diagrams needed re: presenting data
not clearly organised/ imprecise
all mentioned by 3-7

Q 16 Do you feel you were adequately prepared for the task of writing a classroom-based dissertation?

YES 26 NO 24

NO

Not enough time available/ Research time not sufficient
mentioned by 14

Don't know HOW to know WHAT to be interested in
Need an Academic Writing course
Need a trial run for each part
all mentioned by 3-4

APPENDIX 25

***Proposal for the Establishment of a 4th Department within the
Institute of British & American Studies.
(Second draft as amended after the meeting on 7/12/95 -summary attached)***

Changes from first draft highlighted in different script

A. RATIONALE FOR THE ESTABLISHMENT OF A 4th DEPARTMENT

Changes within Hungarian higher education generally over the past 5 years make this proposal a desirable one at the present time for the reasons outlined below.

1. The decision by KLTE to change the traditional 5 year curriculum into a 4 year degree course followed by a 5th Teacher Training year naturally gives rise to the question of what the curriculum for such a year within the Institute should be. and by whom it should be implemented? The experience gained by CETT in the provision of practical language teacher training courses and a different model of TP has already been recognised as potentially valuable within the Institute as a whole.

2. Internationally it is now generally accepted that the field of Linguistics contains two major strands, Pure and Applied Linguistics. Research and teaching within the latter are as yet underdeveloped in Hungary. The establishment of a 4th department would enable the Institute to be at the forefront of developments in the establishment of Applied Linguistics as an academic discipline within Hungary..

3. Internationally, Applied Linguistics is widely recognised to be the academic discipline that is appropriate for the training of language teachers . Evidence of this is provided by the large number of MA courses in Applied Linguistics (or including a substantial Applied Linguistics component), offered to language teachers by established universities throughout the English speaking world.

4. As far as we know at present, CETT will accept its last intake of students in 1996 and will cease all work on the 3 year programme in summer 1999. It would be a waste of the considerable resources which have already been allocated not to make use of the skills in language teacher training which have been developed.

5. It is clear that the establishment of a 4th department will help ensure the maintenance of links between the Institute and the British Council. Such a department would also be well placed to develop further links with institutions offering both academic and practical language teacher training courses throughout the English speaking world.

B. THE RESPONSIBILITIES OF THE 4th DEPARTMENT

1. Within the 5th (Teacher training) year

- a) The new department would have primary responsibility for the Institute's academic and Teaching Practice inputs to the 5th year curriculum.
- b) In addition the department would take responsibility for the compulsory "preparatory" lecture courses, to be taken during the 3rd & 4th years by all those wishing to continue for the 5th year.

2. Within the 3rd & 4th years

- a) The department would offer a 4th track curriculum to run parallel to the current tracks during these two years. This track would offer an academic, language-teaching-oriented, alternative to the options presently available in the Institute.

The 5 "core" courses to be offered on this track would be:

Theoretical Foundations to the Study of Language

Introduction to Language Teaching Methods

Methodology 1

Sociolinguistics

Second Language Acquisition

The 6 required optional courses will (depending on staffing) be chosen from such areas as:

Discourse Analysis

Psycholinguistics

Methodology 2

Language testing

Translation

Curriculum and Syllabus Design

Language Learning Materials Design

Applied Linguistics Research Methods

Pragmatics

Syntax

Semantics

Computer Assisted Language Learning etc

It is obvious that there will be overlap between some of the courses offered on the 4th and the current Linguistics tracks. It is anticipated that where courses traditionally offered on the Linguistics track are offered to 4th track students, they will be adapted as necessary to acknowledge the more teaching-focused bias of the 4th track.

- b) The 4th department would also be responsible for delivering the "preparatory lecture courses" mentioned at 1a (above) to students from other tracks who intend to stay on for the 5th (Teacher Training) year.

It is proposed that these courses would be

Introduction to Language teaching methods

Second Language Acquisition

Issues in/Aspects of Applied Linguistics (suggested title). This would be a composite course dealing with those aspects of Language testing, Syllabus and materials design that lend themselves to the lecture format.

3. Within the 1st & 2nd years.

The 4th department would be principally responsible for the provision of Language practice classes during these years. It would also take responsibility for any Filter English Language exam that might be established as well as contributing to other more practical courses such as Vocabulary .

It is expected that the department's 5th year responsibilities will be borne in mind when allocating responsibility for 1st and 2nd year courses.

C. LOCATION, STAFFING AND FUNDING OF THE 4TH DEPARTMENT

1. Location

It is proposed that the new department be based in the premises currently occupied by CETT.

In the medium term this will relieve pressure on the Main Building as approximately 25% of 3rd and 4th year students and all 5th year students will be based in the 4th department.

It is expected that library resources will be moved as necessary between the Institute library and that at CETT.

It is likely that the 4th department will also benefit from the British Council Resource Centre which is likely to open on CETT premises in 1996.

2. Staffing

The projected student numbers set out below, make it very clear that the 4th department will need all current staff (at the very least) for the foreseeable future.

The figures below assume:

- a) The last intake at CETT is in 1996 and leaves in 1999
- b) That currently the Institute enrolment is about 100 students per year of whom 80 will continue to the 5th year.
- c) That the Institute increases its first year intake by at least 40 per year (to 140), beginning in 1998 to make up the shortfall resulting from the rundown of CETT
- d) That approximately a quarter of all 3rd & 4th year students eventually choose the 4th track, **but that in the first 2 years only 1 group of students is admitted to this track**
- e) That the 4th department is responsible for approximately a quarter of 1st and second year teaching **but that these responsibilities commence after 1997-8, when numbers at CETT decrease.**
- f) That the member of CETT staff who is currently in UK doing a PhD. returns to the 4th department.

Table 1: Projected CETT / 4th department student and staff numbers
1996-2001

Students	1996-7	1997-8	1998-9	1999-2000	2000-2001
5th year	80	80	80	80	80
4th year	0	25	25	25	25
3rd year	15(d)	30(d)	25	25	35(c)
CETT	180	120	60	0	0
1st & 2nd year			60(c)	70(c)	70
TOTAL	275	255	250	200	210
CETT/4TH DEPT Full-time staff in Debreceen	9	9	10(f)	10	10

NB: As is clear from these figures, the 4th department will NOT be able to fulfil all the responsibilities outlined above unless the current CETT staff is augmented in some way, eg: by cooperation with staff from the Linguistics department.

3. Funding

Start-up costs for the new department will be minimal as a result of the considerable expenditure already devoted to the renovation of the CETT premises.

It is assumed that Ministry per capita funding will continue to be available for all students entering the University and that the Institute will be allowed to increase its intake to offset the loss of funds resulting from the rundown of CETT.

It is likely that the British Council will contribute to the staffing of the 4th department in its initial stages.

D. THE NAME OF THE NEW DEPARTMENT

Ideally this would be the department of English Applied Linguistics. However, if this turns out not to be possible, the name suggested is:

The Department of English Language Studies / Angol Nyelvi Tanszek

Name remains to be decided. The above considered too close (in Hungarian) to the name of the Linguistics dept.

Martin Wedell

12th December 1995

ANNEX II**Memorandum of Understanding-Agreed ELT Strategy****Background**

Since 1991, the British Council and the Ministry of Culture and Education have been engaged in a cooperative project based on an agreed strategy in the field of English language teaching. Based on a recognition of the importance of English to Hungary's economic development, this strategy targeted four principal areas, pre- and in-service teacher training, English for Specific Purposes, and British Studies programmes in universities. New pre-service teacher-training programmes have been developed for both secondary and primary level, with a complementary in-service network through 8 adviser posts and a number of Resource Centres; a network of ESP specialists trained in the skills of syllabus, materials and test development has been established in university Service English departments, and British Studies has been established as an academic discipline in leading universities. We now wish to update our earlier strategy and focus on the needs of the next three-year period 1996-1999.

This strategy confirms the earlier priorities. Pre-service training programmes in universities and teacher training colleges will be further strengthened and reliance on UK experts reduced as Hungarian staff are equipped with the skills to take full responsibility for the programme. To this end support will be given to the development of PhD programmes in Applied Linguistics, which will enable Hungarian lecturers to gain the skills and qualifications necessary for their professional development. In-service teacher-training will be further developed with a focus on teaching skills, curriculum and syllabus development and assessment techniques. The skills of ESP specialists in universities and colleges will continue to be developed and the network expanded to other interested institutions in Hungary and to include cross-border cooperation with similar institutions in Central Eastern Europe. British Studies will be extended to teacher-training departments and school level.

The strategy draws together cooperation under the Agreement Between the Government of the United Kingdom and Great Britain and Northern Ireland and the Republic of Hungary in the fields of Education, Culture, Science and Technology of March 1987 and new initiatives in the area which were developed between 1989 and 1996. This memorandum covers the projects agreed and outlines ways of concentrating resources in English language teaching to underpin

the agreed projects, and maximise their impact. The Appendix details the resources required from the British Council and Hungarian side to fulfil the project commitments

The projects specified for 1996-99 are as follows:

1. **A teacher development project, with a number of foci:**
 - 1.1 a school-focussed in-service project, which provides courses, workshops and school visits, and a network of resource bases to permit skills and qualification up-grading in areas such as syllabus design, assessment, ELT management, and mentor training
 - 1.2 a university-based project which consolidates the achievements of the previous ELTSUP project by integrating the practical focus of the 3 year programmes with the academic rigour of the 4-and 5-year programmes and encouraging its dissemination to serving teachers through in-service teacher upgrading programmes
 - 1.3 a lower primary project which strengthens the new 4-year programmes in primary teacher training programmes by ensuring training has a proper focus on good primary practice.
 - 1.4 support for the development of new PhD programmes in Applied Linguistics to equip lecturers with the qualifications they need to enable them to teach at university/college level.
2. **A British Studies project which supports the development of courses about contemporary Britain at tertiary-level institutions and integrates language and cultural awareness into language learning at both secondary and tertiary levels.**
3. **The Service English project which will further develop a professional network of ESP specialists in universities and colleges.**
4. **An English 2000 project which works to develop sound practice in teaching, examinations and ELT publications in the private as well as the public sector.**

Under the programme set out in this *Agreed Record* the two sides agree:

- 1) Preferential consideration for scholarships under the programme set out in the *Agreed Record* should be given to project-related proposals.

2) Support for complying with Hungarian administrative and legal procedures will be given as far as possible by the Ministry of Culture and Education to British Council contractees and other UK personnel working for official organisations such as EEP (*The Eastern European Partnership*), and CBEVE (*The Central Bureau for Educational Visits and Exchanges*).

3) Costs of medical checks, residence and work permits for teachers delegated by the British Council under the terms of this Memorandum of Understanding should be, in compliance with the Hungarian legislation, either waived or borne by the Ministry of Culture and Education.

4) Other British resources should be deployed wherever possible so that they underpin this strategy. These resources are teachers/language assistants sent by CBEVE, and trained volunteer teachers sent by non-profit-making organisations.

The contracting parties may sign a new Memorandum of Understanding or amend the current one by mutual consent, which will be formalised by exchange of letter. The resources listed in the Appendix will be reviewed annually in March.

This Memorandum of Understanding will take effect on signature and will remain in effect for a period of three years.

This Memorandum of Understanding has been prepared in duplicate in the English and Hungarian languages, both texts having equal validity.

Signed in Budapest on this 14th day of March 1996



For The British Council



For the Ministry of Culture and Education

Az ígéreték éve 1994 volt

Mese a 3,60-as kenyérről

SLEAM
MILK
BEER
PORK
PETROL
GAS
ELECTRICITY

	1994	1998	
1 kg kenyér ára	48.- Ft-ról	125.- Ft-ra,	emelkedett
1 liter tej ára	44.- Ft-ról	104.- Ft-ra,	emelkedett
1 korsó világos sör ára	60.- Ft-ról	160.- Ft-ra,	emelkedett
1 kg sertéskaraj ára	420.- Ft-ról	920.- Ft-ra,	emelkedett
1 liter benzin ára	84.- Ft-ról	165.- Ft-ra,	emelkedett
1 köbméter földgáz ára	8.- Ft-ról	27.- Ft-ra,	emelkedett
1 kW/h áram ára	3,70.- Ft-ról	11,40.- Ft-ra,	emelkedett

EMELKEDETT!

Miközben az ismertté vált súlyos bűncselekmények száma 390 ezerről 515 ezerre nőtt.

A főiskolákon, az egyetemeken bevezették a tandíjat. Európa legdrágább útdíját szedik autópályáinkon.

Megszűnt a kedvezményes fogászati kezelés.

Megismerkedtünk Tocsik Mártával, Bokros Lajossal és Horn Gyula 120 millió forintos villájával.

EZT HOZTA SZÁMUNKRA A HORN-KORMÁNY NÉGY ÉVE !

Az MSZP és SZDSZ vezetőinek soha nem látott felemelkedést, milliók számára pedig nyomort és nélkülözést. Ez az igazi MSZP-s, SZDSZ-es „sikertörténet”.

S mit ígér a FIDESZ?

Ezt megtudhatjuk a Hajdú-Bihari Napló 1998. február 11-i számából, nyilatkoznak: Orbán Viktor pártelnök, és Kósa Lajos megyei képviselő.
„Nem adják fel elveiket, hogy tudniillik becsületes munkára épített, korrupció nélküli országban élhessünk.”

Ezen elveket már megismerhettük az elmúlt évek során, amikor a magyar néptől székházként 1500 millió forint értékű épületeket kaptak, azt eladták, és az ára eltűnt, illetve „ismeretlen” helyre (zsebekbe) távozott. A nyomravezetőt majd a választópolgárok jutalmazzák!

Kelemen Zoltán

Minister of Education

P r o p o s a l
for the Government
about the uniform requirements to be established
in teacher training

Budapest, 1997

I.

The necessity of improving the quality of teacher training was underlined by the Government in its programme of July 1994: "it is considered of special importance to improve the quality of teacher training, ... and increase the duration of training to five years in general, subject to changes in given conditions." The introduction of uniform teacher training was laid down by the Parliamentary Order 107/1995 (XI.4), and its implementation further determined in the plan of action and legislation in resolution no. 1049/1996 of the Government. The establishment of uniform requirements in teacher training by a Government decree will be the first essential step in improving the quality and achieving the standardisation of teacher training.

According to Higher Education Act LXXX/1993 (HEA), which has been amended several times, the provision of law on qualification requirements is the document that provides for the output-based regulation of higher education and the equivalence of degrees. Section 72 (d) of HEA later amended by Act LXI/1996, authorises the Government to define qualification requirements in first-degree courses, among other responsibilities related to higher education. Qualification requirements determine the academic and professional qualifications to be received in higher education institutions.

It is a unique feature of teacher training that, in addition to a university or college education, a dual qualification can be earned: one in a given discipline and the other in teaching. In order to be qualified for a teaching appointment, teachers must fulfil all the statutory requirements both in their special subjects and in teacher training.

Section 3

(1) Specialised teacher qualification may be gained by meeting the requirements both of first-degree specialist courses of the respective disciplines and -- with the exception of training for special needs -- those of teacher qualification as set forth in the Supplement of the present Decree.

(2) In addition to the requirements for teacher qualification, set forth in the Supplement of the present Decree, further requirements may also be established by other provisions of law related to the subjects taken in first degree courses of various disciplines.

Section 4

(1) Training for teacher qualification can take place

(a) at the same time as the first-degree course of a discipline or subsequently as a form of supplementary first-degree course;

(b) integrated into the first-degree courses of various disciplines, defined as teacher courses in the qualification requirements.

(2) The detailed terms of admission to and implementation of the training defined in (1) (a) are to be determined by the rules and regulations of the higher education institutions themselves -- as far as they come under the scope of this decree.

Screening
possible?

(c) for the kind of training defined in (1) (a) of Section 4 of the present Decree, it is also necessary to make certain additions and adjustments concerning specialist knowledge, according to academic and specialist training requirements.

Time frame: for training defined under (b) of Section 4 of the present Decree at least 120 hours for each degree-course; for training defined under (a) of Section 4 of the present Decree, min. 150 hours: 90 hours for field (a); 30 hours for field (b); and 30 hours for field (c).

The proportion of predominantly theoretical and practice-type activities is at least 40-40%.

3.3. Teaching Practice at Schools

Two types:

(a) individual or group training sessions and teaching practice on their own, conducted at schools, under the supervision of a mentor teacher

- it takes place usually in a demonstration school or a school specially assigned by the training institution, under the supervision of a mentor teacher. It includes the observation and analysis of teaching activities in primary, secondary and vocational schools; educational problems related to teaching pupils of various ages and different stages of development; teaching their respective specialist subjects; and having supervised teaching practice on their own.

(b) long-term individual (external) school placement:

- it is organised for a longer period of time, on an individual basis, at a school other than the ones described under (a), linked to the daily activities of an educational institution, teaching staff, children or pupils, under the supervision of a mentor assigned by the teacher training institution itself

- motivation, encouragement, differentiation, and sensitising to individual differences; local curriculum, syllabuses, developing, implementing and improving on teaching aids, the use of educational technology; monitoring, assessment, marking and measuring performance

(d) Developing a trainee's personality:

- self-knowledge; communication, elocution; social engineering inside and outside school; group dynamics, teacher's attitude; mental hygiene; conflict management; educational decision-making, management and organisation; innovation, creativity.

Time frame: At least 330 hours, in which theoretical and practical activities take up at least 40-40% of the allotted time.

Requirements in this area of study are identical in all disciplines, so even in case of earning a teaching qualification in several specialist subjects these requirements have to be met only once.

3.2. Teaching methodology related to specialist subjects

Its areas:

(a) areas of education and training related to a given specialist subject, and the most important theoretical, methodological, education-technological subject areas related to the teaching of the courses to be developed, in close connection with general psychological, pedagogical and specialist education and teaching practice in schools

(b) studies to integrate a given specialist subject into the system of related fields or areas of study, also linking them to relevant groups of occupations (e.g. man and society; man and nature; creative arts; technical education)

**DISTANCE LEARNING PROJECT
DEPT OF ENGLISH LANGUAGE STUDIES (DELS)
KOSSUTH LAJOS UNIVERSITY
DEBRECEN. HUNGARY**

INVITATION TO TENDER

Consultants are sought to provide inputs to the ELT Distance learning programme that will be developed at DELS Debrecen over the years 1998-2002.

Background:

DELS was established in 1996 as a department within the Institute of British and American Studies at the university. It was the successor to CETT Debrecen, which had offered 3 year English Language Teacher PRESET courses under the joint Ministry :British Council English Language teacher Supply (ELTSUP) project, since 1991.

DELS' principal current responsibilities are to organise and deliver:

1. a new undergraduate university degree course in Applied Linguistics.
2. all inputs on the 5th (Teacher training) year followed by the great majority of students from all 4 departments within the Institute of British and American Studies.
3. (Until the end of academic year 1998- 1999) all inputs to the final cohort of 3 year course trainees.

Negotiations have recently been completed regarding the establishment of a Distance Learning course, based at DELS, to be offered from September 1999. The course will be aimed at three target groups.

1. Practising English teachers at secondary and primary schools who have graduated from Teachers Colleges and who do not have a UNIVERSITY degree. In the very hierarchical Hungarian context such teachers are at a considerable disadvantage as regards pay and promotion. It is also likely that in future such teachers will not be allowed to teach at secondary level. The Distance learning course will therefore be an 'UPGRADING' course.

This course will consist of a maximum of nineteen, thirty hour modules, with upto three modules remission granted for teaching experience. The number of courses is unlikely to be open to much negotiation since the idea is to make the degree programme closely comparable to the 21 course. standard degree programme at the university This is felt to be important for the credibility of the qualification, in the light of the very poor reputation of earlier 'Correspondence courses'. It also means that no/fewer special arrangements need to be made to award the degree.

2. Practising teachers studying to pass their 'Szakvizsga'- the exam that grants them 'fully qualified teacher' status, taken 2-3 years after graduation
3. Teachers on 'refresher' courses - which they are required to take every 7 years throughout their professional careers

It is proposed that the majority of the modules developed at (1) should also be usable at (2) and (3).

The proposed Distance learning provision would be a 'first' in ELT in Hungary. Teachers from all four departments of the Institute are likely to be involved in the project. Neither the department, nor the Institute has any previous experience in the organisation/implementation of, or the preparation of materials for, Distance Learning courses.

A preliminary assessment of demand and needs was carried out in January/February 1998 and is currently being analysed.

Anticipated Inputs required during first 'cycle' of Distance learning upgrading course 1998-2002 (Exact requirements likely to be subject to negotiation)

Debrecen	Co-operating institution(s)
summer 1998 Materials and assessment for Distance learning workshop	Provision of materials adaptation and assessment methods for distance learning workshop. 1 week (ideally second half of JUNE)
autumn/winter 1998-9 first draft of materials advertise course	
spring 1999 materials evaluation -follow-up workshop	Course tutor workshop. Setting up systems for establishing and maintaining contact. Setting up evaluation mechanisms. Differences between upgrading and INSET courses. Comments on materials. Editing and producing materials 1 week
spring-summer 1999 Materials redraft as necessary Edit Print Development of systems to establish and maintain contact with SS	
Autumn-Winter 1999 First SS registered End of semester. First residential week in Debrecen. Face to face tuition + monitoring and evaluation of progress, materials, tutor contact systems, assessment systems. Second batch of materials being prepared.	Xmas/January 1999-2000 External participation in face to face tuition. Advice and comments on systems and progress to date Comments/advice on second batch of materials 1 week
Autumn/winter 2000	External participation in residential

<p>Second batch of Ss registered development of final batch of materials End of semester 3rd residential week. Face to face tuition, monitoring and evaluation.</p>	<p>week. Comments on final draft materials Guidance on matters arising from monitoring/evaluation 1 week</p>
<p>Spring / summer 2001 final batch of materials revised, edited, printed end of semester 4th residential week</p>	
<p>Autumn/winter 2001 3rd batch of Ss admitted Possible revisions to materials/ systems 5th end of semester residential week</p>	
<p>Spring/summer 2002 first cycle of 'upgrading course' ends. Final 6th residential week?</p>	<p>Joint participation in evaluation of all aspects of first cycle. Changes/adaptation required and how to achieve them. Inputs to possible 6th residential week 1 week</p>

TOTAL INPUTS required. = 5 Person weeks in the first instance

It is hoped that the co-operation may develop into a more formal association via Socrates during the above period under either the Lingua D or the Open and Distance Learning categories. The choice of further EU partners to any such association would be a matter for discussion.

PLANNING CONTEXT

9) EDUCATIONAL CULTURE

Readings / Hubs.

Not, well educd, longstanding Eng dept

(LSJ)

AL +/- unknown to H acad community

(LT) (SG2)

Not much you can do to know this. Much ... waste of time

(GG) (KT)

Paper quality & publications = an academic

(JozK)

CERT staff Unlikd, but not quite ... young + subjs taught

(GG)

Lit book & a long book & on us + well all book & on Licks

(GG) (Puz)

No SS eval, people frightened of criticism - started Eng dept 1990

(LSJ) (PA)

Since '95 staff OK how to be 'good' + fear of crits

(KG)

Nyelukases = ϕ , Taged = something, LP class for beginners

(KozJ)

Lived in Prussian strict system

(St) (LI) (ET)

back to try string new Hts/parents/SS shocked

(JG)

Book = K

(GG)

Pr-89 NoE kept comments to FE depts b.c. ... small stuff

(JozK)

H viks not coop, this is mine. Hrs should value

(FK) (KT) (LI) (NA)

Purpose of ed = career / product of ed

(KG) (NG)

K = facts L = neg facts for good marks.

(KG) (FK) (NA)

in German K = facts even if not true

(N2)

Always been voice urging us to L notion of K \neq facts

(FK)

Ed = vast knowledge, all through ed syst PS \rightarrow HTE

(GG) (FK)

* Lit = punnicle of L2L

(GG)

* L tel no diff w.o. subject

(GG)

Work hard, suffer for years to read K / rough = truth/excess

(FK) (JozK2)

Good vid, viks many new wds as poss, prep SS for JGE

(NA)

Tels Plan sep, OK what e.o. do

(KT)

Tel shd know suby, not meth / degree + content of lang-lit-hist

(KG) (St) (JozK) (LSJ)

Assume all SS need Uni \bar{c} suffic lang. Don't need LP

(KG) (NG)

TT leads rule. Facts not 'how to'

(NG)

Tel start career \bar{c} ϕ guidance

(NG)

Nete = look at textbook / Hrs / Hrs

(KovJ) (JozK) (LI) (NA) (Puz) (JG2) (JozK)

Tel must know suby 100%, only poss \bar{c} facts

(FK)

Little contact Uni depts / schools

(NA)

Uni. ed = Syris. lengthy matters

(JozK)

First 2 yrs, huge amount of rule, no room for own ideas

(KG)

Checking essential / R = H if poss

(KG) (JozK2)

Assume SS will only do half of what asked

(KG)

TP = subject viks = rule = facts?

(FK)

PLANNING GATEX1

9) Edue Cecture

Old designs + extend + qualify people to help new people qualify. New design Ar vv

Long = 1st aesthetic / from to to 1st. Ignore lang of edue life = conu

Sch's tribally centralised currie. 1 Hbk, 1 yr. 1, sub;

No scope for autonomy among kids / no pers or profess skills to be so

No exams (x those for looking extseq.) throughout school

Htk's = polit appointees, Deputies = professional

∴ greater inequal = society now, kids feel sch's worse off

Look ↓ in kid ∴ historically study only 'one philosophy' not professional add on

TT shared between Ped / Psych / deprofessional methodology

Depr methodology looked ↓ in. Not fit for L.O

H ed system for the able, not int = not

Kids fit in, conform, not usual for SS: kid to relate = normal way

Kids feel Eng class unnatural ∴ not sit & learn

Think of L to kid, to & what s/he said = best, that's great

SS forget it all next day

Ministerial prize + extra sal more for able well done / now nothing

Con period kids like machine

(Jozk/NL)

(KT/NL)

(JLAD)

(JLAD)

(JLAD)

(JLAD)

(JLAD)

(JLAD)

(JLAD)

(JLAD)

(HK2)

(GyA) (KG)

(ToT2)

(ToT2)

(Jozk2)

(Jozk2)

(PIL)

Inspection, know = advance, put in a show

(KT)

Ed = complete context involving ex/soc/pol - kid/SS/parents. C takes time

(Vult)

Tch little kids, no view of whole

(Tids)

Un: not int - kid. L tell you - You sit & L to me

(Tids)

Tchs isolated - OK if doing ✓/OK/x

(FNEO)

Hierarchy Ps → Un: / Teacher/kepio → Un: TT

(FNEO)

(Rui)

INSET SS/6 Ps, Gm Tch don't think need it

(FNEO)

Becoming kids = last word

(Rui)

Russian all marks same, no exam for most, method & book useful

(K2)

(CsJ2)

1677 LEGITIMATION & AUTONOMY

Appendix 306

Appendix 306

- (a) ECTV simulcast Univision → diff. coverage, \int ECTV / 1st time Univision closed book / not certain since 1949 - funding still tied to ECTV 'donor'
 (b) ECTV anchor in Spain
 (c) Univision degree + ed. in field + knew what he knew + had money channelled
 (a) (Lu) (Ph) (Ec) (LT)
 (b) (N2)
 (c) (Ph) (N2) (Lu)

9) Eine Carte (Computer colour involving cc | m | pol - h | l | s | p | units - show c (units))

- (a) KITE: ^{UN} record / intelligent skin, nobody wd've wanted to be like CEST Gurus / Hand this to upper, Herb & TT --- [This horn, meaning = cost / debt / hell = look &
- (b) Yes well et al - long standing long debt
- (c) He + ending unknown. I. It record community / estimates to be debt to be - 85 - - small stuff / new thing to quickly people to help people quickly
- (d) Rank of an record = paper graph + public
- (e) Looking down = looking - all look down in long hole / next hole, expect if young for / 14 = for beginners
- (f) No to end. The it. Fear of criticism
- (g) Old conditions re: good but, not so secure since '85

- (K) lived in Russian empire - v strict
 (I) Good / kids = K / movingly not one - guards + J's shocked / L = only just for good month in German K = just one if just not live / TT Pst = just
 (J) H kid don't coop / place up the wall e.s. do
 (Ed) Ed = strong up for him for protection - better career, no uniform val - Russian of Kledys PS \rightarrow H.E. - ed = rough, suffering
 (L) Lkl = since a.s. only. Good kid s many red s pass + help s from JLE. Good kid knows ^{the} job (Gerald of long + 14 hkt) not Mch.
 (M) Mm, only 'his thing' - answer s's come to office long - ϕ LP / + years good / Tel only parts, not connections, not int - valuing
 (N) The first case is ϕ guidance / Mch = look 2 Mch / little evident TT Mm s school / TP = subject job, make a exam born
 (O) Checking external - more s better \rightarrow improve grade
 (P) Centralist career, 1 Mch, 1 yr, 1 job - no tel action \rightarrow no skills to be action \rightarrow Hts job s experiences / no exam for many
 (Q) TT first looked s a - only study 'ex philosophy' no problem add s
 (R) TT should feel / Phys / deep Mch
 (S) Mch kid only central for / kid career - tel s don't care in normal way / Eng class odd - don't sit s + learn / L to tel, in it s, learn it, V
 (T) Taken - school isolated, never visited, Mch + v/x. Mch HE s \rightarrow PS INSET almost all PS, v for GH.
 (U) Lkl Lj = K / Tel Mch / Lkl = giving K, no why help group, v day a book, Lklm not student = NEG JLE - Jagon not for the meeting
 (V) Engraving + willing to make math, good K of Eng Gov, Mch have teachers + willing to be thing out, and like Educ to be fun, but it can't be = P

- a) $(Lu)(Ph)(G)(Li)$
 b) Ni_2
 c) $(Ph)(Ni_2)(Li)$
- d) $(Li_2)(Li)(Ni)(Mg)(Ti)(Li)(Li)(G)$
 e) $(Li_2)(Mg)(Ni_2)$
 f) $(Li)(Mg)(Ti)(Li)$
 g) $(Li_2)(Mg)(Ni_2)$
 h) $(Li)(Li)(Ph)$
 i) $(Li)(Mg)(Ni_2)$
 j) $(Li)(Mg)(Ni_2)$
 k) $(Li)(Mg)(Ni_2)$
 l) $(Li)(Mg)(Ni_2)$
 m) $(Li)(Mg)(Ni_2)$
 n) $(Li)(Mg)(Ni_2)$
 o) $(Li)(Mg)(Ni_2)$
 p) $(Li)(Mg)(Ni_2)$
 q) $(Li)(Mg)(Ni_2)$
 r) $(Li)(Mg)(Ni_2)$
 s) $(Li)(Mg)(Ni_2)$
 t) $(Li)(Mg)(Ni_2)$
 u) $(Li)(Mg)(Ni_2)$
 v) $(Li)(Mg)(Ni_2)$